

The Curriculum Intent and Implementation for Art and Design 'Small Village, Big Horizons'

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

Intent

The aim of our Art and Design curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

Art and Design is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives. They become reflective and thoughtful artists, who understand the freedom of expression and respect that individuals can have varying interpretations of a piece. Individuality in art is respected and celebrated among peers.

The intent of our Art and Design curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to form respectful opinions about all forms of art. We aim to provide our children with opportunities to learn about diverse art from all genders, cultures, communities, and races. Our pupils will also be given the opportunity to explore themselves, their emotions, and develop their self-worth without the pressure that the class must all have an identical outcome. The children will feel comfortable exploring and experimenting within their sketchbooks. Art is a holistic and organic process, and the children will feel intrinsically motivated to express themselves.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

The study of Art and Design plays a key role in these ambitions as it offers pupils the ability to learn about different cultures and people from the past and present and the role art plays within the person or community's life. There is a clear focus on the exploration of British values in the form of individual liberty and freedom of expression, as well as tolerance and respect for an artist's work.

Small Village, Big Horizons

Examples of the Intent for Art and Design in Practice

High aspirations	<ul style="list-style-type: none"> • High standards of expectations which are the same as core subjects • Allow children to have a deeper understanding of artist's work such as why, how and when. • Use of precise and technical vocabulary to extend children's knowledge • Questioning throughout the lesson that extend knowledge and tests for reliability • Encourage children to embrace challenge, question themselves and enjoy working hard
Cultural experiences and Enrichment	<ul style="list-style-type: none"> • Planned Art Exhibition • World Book Day/Week – some classes took part in a live illustration class. • Black History Week
Life-long love of reading	<ul style="list-style-type: none"> • Classroom has non-fiction books on display that link to topic. • Children appreciate the illustrations within books for all topics. • Children are encouraged to read a selection of age-related non-fiction books around the artist they are studying. When possible, the local mobile library will supply books relevant to the children's learning to give them a chance to see unfamiliar books they might not have already read. • Children study a range of picture books throughout their time at school through visual Literacy.
British Values <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Children appreciate the varying styles of different artists and the development of artist's work. • Children respect an artist's work and understand everyone has their own opinion. • Children respect the artwork of different individuals, communities and religions. • Children have freedom of expression and can interpret artist's work as they wish, with respect. • Children can create their own pieces of work with individuality and be comfortable knowing that everyone's work will be different. • Children take part in themed curriculum weeks such as 'Black History Week' and celebrate art from other cultures around the World. • Teachers ensure that the children study a wide range of artists of varying technique and culture to develop a broad understanding of art, its place in the world and its importance to individuals or groups.

Implementation

The Art and Design curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression.

Our Art and Design curriculum uses a process-based approach. Each strand of Art and Design studied has its own process-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more think deeper about the purpose and process of an artist's work. The process questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Within our curriculum for Art and Design there are nine disciplinary curriculum areas of skill that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans and assessments (see impact and progression document).

- Expressive Arts and Design (EYFS)
- Exploring and Developing Ideas
- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing
- Work of Other Artists

Across the federation, our Art and Design curriculum covers all areas of the subject and is integrated into many areas of the curriculum. As well as this, one timetabled Art and Design lesson per week is taught throughout key stage one and two, alternating with DT across the year. For children in the EYFS, there is always access to art materials within their continuous provision, allowing them the freedom to explore different media in their own way. Within our EYFS/Year 1 mixed class, the Reception children also take part in lesson inputs and adult-led or adult-initiated activities.

We also pride ourselves on providing a range of other opportunities for children to be involved in Art and Design outside of lessons. We provide a selection of themed weeks, stand-alone lessons, afterschool clubs, and themed afternoons. These include: Art Week, World Book Day activities and Black History Week. This provides children with in-depth focussed sessions to contemplate and analyse an artist or culture's art style and experiment in developing the skills to replicate it.

Children take part in opportunities to link the work of artists to the local area, such as village walks. They also look at the work of local artists. Children take part in exhibitions of their work and are able to offer thoughtful opinions. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Children learn about different styles of work from around the world, exploring different art from different cultures such as Chinese block printing.

We have identified the application of knowledge that we will implement to enable our pupils to become successful artists. This is set out in more detail in our termly plans.

- **Investigation;**
- **Expression;**
- **Interpretation;**
- **Reflection;**
- **Empathy;**
- **Application;**
- **Discernment;**
- **Analysis;**
- **Synthesis**
- **Evaluation;**

The application of knowledge to be an artist:

INVESTIGATION – in Art and Design this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing how pieces are created

EXPRESSION – in Art and Design this includes:

- the ability to explain techniques, colours and use of media;
- the ability to identify and articulate opinions on how an artist has chosen to express their ideas.

INTERPRETATION – in Art and Design this includes:

- the ability to draw meaning from pieces of art;

- the ability to suggest alternative meanings.

REFLECTION – in Art and Design this includes:

- the ability to reflect on pieces of art, including their purpose, meaning, and technique.
- the process the artist went through to create their piece.

EMPATHY – in Art and Design this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see pieces of art from their point of view.

APPLICATION – in Art and Design this includes:

- making the association between the purpose, technique, media and meaning behind a piece;
- identifying the purpose of the piece.

DISCERNMENT – in Art and Design this includes:

- explaining the significance of aspects of a piece of art;
- developing insight into individuals and communities;
- seeing clearly for themselves how individuals might learn from the artists they study.

ANALYSIS – in Art and Design this includes:

- distinguishing between an artist's meaning and what others may interpret;
- distinguishing between the features of a piece of art and its significance.

SYNTHESIS – in Art and Design this includes:

- linking the style of artists together;
- connecting technique to a period of art.

EVALUATION – in Art and Design this includes:

- the ability to debate the purpose behind a piece of art and the final outcome;
- the ability to debate the use of a certain type of media for a purpose.

Processes for Effective Learning in Art and Design

1. Identify questions

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

3. Present and explain findings

This involves expressing and explaining ideas and feelings, suggesting interpretations of artist's work and analysing the piece.

4. Empathise and reflect

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluate

This involves evaluating their learning and considering how it might apply to their own lives.

Personal Qualities for Effective Learning in Art and Design

- **Independent enquirers**
- **Creative thinkers**

- **Team workers**
- **Reflective learners**
- **Self-managers**
- **Effective participators**

The Daily Implementation of Art and Design at the Emmaus Federation

- Art and Design is taught on a weekly basis in each year group alternating with DT across the year, but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Art and Design and provide cultural capital, such as our planned Art Exhibition in Art Week.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Art and Design and to use these skills across the curriculum.
- Working Walls: Art and Design Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Art and Design.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: Exploring Media and Materials and Being Imaginative.
- Text: Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children's work in Art and Design by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Art and Design is reported to parents.

Impact

- Children will learn the skills they need to use at the beginning of a topic and are able to refer back to it.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.
- Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- All children in school can speak confidently about their art and design work and their skills
- Children are able to appreciate various art forms and are able to express respectful opinions about artist's work.
- Children are able to express their individuality and unique abilities with confidence.
- Children are respectful of their peers, artists, communities and cultures.
- Children have a global awareness of art and its place within the lives of individuals, communities and cultures.