



*'Together we Flourish and Achieve'*

**Our Curriculum**

# **Art and Design**

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## Intent

At Spaxton and Stogursey, our Art & Design curriculum is designed to ensure that pupils make progress through them building practical, theoretical and disciplinary knowledge and the connections between them, as described in the Ofsted Research Review Series: Art and Design.

Our curriculum aims to ensure pupils:

- Make art with increasing proficiency, developing practical knowledge in the following areas:
- Experiment with methods and techniques
- Gain practical knowledge of media and materials
- Gain practical knowledge of formal elements: Line, tone, shape, colour, form, pattern, texture.
- Gain knowledge of artists
- Learn how art is studied, discussed and judged
- Develop their own artistic identity by having opportunities to try out different ideas and media, evaluating and evolving their work through the use sketch books
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This is underpinned by our school's curriculum intent which in turn is underpinned by the QET principles.

At Spaxton and Stogursey, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton and Stogursey are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our schools' curriculum is bespoke, using Kapow as a resource to support teachers, and designed to meet the needs of the children in the mixed classes our schools. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, as far as possible, learning progresses in a way that builds knowledge intentionally and cumulatively, teachers are aware that they will need to adapt the curriculum to meet the needs of all the children
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

## **Implementation**

Art & Design is taught, ensuring continuity in learning. Through each of the units the teacher adapts skills to suit the age and stage of pupils to ensure that each child is learning the skills to become an artist. Through hands-on experiences, exposure to a diverse range of artists, and exploration of different artistic movements, children develop their knowledge and skills systematically. Sketchbooks are used to record ideas, experiment with techniques, and reflect on progress.

Our curriculum is enriched with visits to galleries, collaborations with artists, and participation in community art projects, providing real-world connections and broadening children's perspectives on art. We use Kapow as the teaching resource to support planning. Teachers are expected to adapt the lessons appropriately according to the age and stage of individual children.

Due to the mixed-classes at Spaxton and Stogursey, we have developed 2 year rolling programme in KS1 (reception being taught as a separate group) and a 4-year rolling plan for the KS2 class so all children access the curriculum and do not miss learning.

## Curriculum Overview

### Reception

Seasonal Crafts will be included across the seasons

Autumn 1	Drawing: Marvellous Marks Painting and Mixed media: Paint my world
Autumn 2	
Spring 1	Sculpture and 3-D: Creation station
Spring 2	
Summer 1	Craft and Design: Let's get crafty
Summer 2	

### Key Stage 1

	Cycle A	Cycle B
Autumn 1	Painting and Mixed media:	Sculpture and 3D
Autumn 2		
Spring 1	Painting and Mixed media:	Drawing
Spring 2		
Summer 1	Craft and Design	Sculpture and 3D
Summer 2		

### Key Stage 2

	Cycle A	Cycle B	Cycle C	Cycle D
Autumn 1	Painting and Mixed media: Prehistoric Painting	Sculpture and 3D Abstract, Shape and Space	Craft and Design Ancient Egyptian Scrolls	Drawing Exploring tone, texture and proportion.
Autumn 2				
Spring 1	Painting and Mixed media: Portraits	Drawing Developing Drawing Skills	Craft and Design Architecture	Sculpture and 3D Mega Materials Making Memories

		Drawing: Depth, Emotion and movement		
Spring 2				
Summer 1	Craft and Design Fabric of nature Photo opportunity	Sculpture and 3D Interactive Installation	Painting Mixed media Light and dark Artist Study	Drawing Expressing Ideas
Summer 2				











## Impact and Assessment

By the end of primary schools, children will have developed confidence in their artistic abilities, an appreciation for the richness of artistic heritage, and the skills to creatively express themselves. They will leave with a foundation in the visual arts that will serve them in future creative pursuits and enrich their cultural awareness throughout life.

At the start of each unit, teachers use a range of assessment techniques to ascertain pupils' current attainment and skill level, and adapt planning where necessary. This continues throughout the unit, including addressing any identified misconceptions or misuse of vocabulary. At the end of the unit, teachers assess current skill and knowledge to inform future planning.

## Inclusion

At Spaxton and Stogursey we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.

## Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 