

Art and Design Curriculum

Our curriculum at St Mary's is rooted in our four core values: Faith, Challenge, Pride and Success, with Christ at the center of all we do. It is ambitious for all pupils, including those with SEND and those who are disadvantaged. We recognise that Art and Design embodies "some of the highest forms of human creativity" (NC). Our Art curriculum develops children's creativity, sets challenges, questions, engages and inspires and equips children with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	<p>We follow the national curriculum for Art and our curriculum is coherently planned and carefully sequenced to ensure pupils develop secure foundational knowledge, subject-specific skills and disciplinary understanding. It is knowledge-rich and designed to enable pupils to know more, remember more and do more over time. Our school appreciates Art and Design as a distinct subject, making curriculum links when it is suitable to do so. We believe that when art and design is taught as a distinctive subject there are clearer opportunities to improve and strengthen specific skills.</p> <p>Art is the driver for all curriculum work for the whole summer term enabling children to become immersed in their art learning and make meaningful links to other areas of the curriculum through the project concepts. The art curriculum is based upon the subject specific concepts of colour, form, line, pattern, shape, space, texture and tone which are built upon each year.</p>	Pedagogical Approaches	<p>The pedagogical approaches to the teaching of art are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being:</p> <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge <p>Year Group Art plans clearly identify the essential knowledge and vocabulary pupils must learn. Teachers begin with the expected end points and plan backwards to ensure clarity of purpose and progression.</p>	Approach to Assessment	<p>We understand that learning happens over time rather than in a single lesson. Curriculum content is carefully sequenced to build cumulatively on prior learning. Opportunities for retrieval, repetition and application are built into planning to secure long-term retention. Pupils develop knowledge across the three domains</p> <ul style="list-style-type: none"> • 'practical knowledge', which is about developing technical proficiency • 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork. • 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged. There is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Impact can be measured by teachers through the use of recall strategies and the children's final pieces.
End Points	<p>We begin with the end in mind. End points are our Authentic Outcomes and these are the drivers to each project. They are bespoke, diverse and stimulating. Children will develop a broad skillset with floor or sketch book work being a continuous thread used in all year groups. Children will also develop the vocabulary to critique art and use artistic terminology with confidence when talking about their own work, the work produced by peers and the work of established artists.</p>	Teachers' Expert Knowledge	<p>Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.</p>	Performance Data	<p>There is no published data for art and design at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p>
Sequencing	<p>The skills, knowledge and concepts that children develop and experience throughout art topics in school are mapped across year groups and are progressive throughout the school covering the 'Domains of Knowledge': practical (technical skills and processes), theoretical (cultural context and art history), and disciplinary (how art is analyzed and judged).</p>	Promoting Discussion and Understanding	<p>Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new and prior learning (Rosenshine). Teachers' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used.</p>	Pupils' Work	<p>Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Evidence will be recorded in a variety of forms. Sketch and floor books are key to capturing pupil work so that they are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children should be able to refer back through their project books, to support themselves with new learning and retrieve key elements of</p>



Art and Design Curriculum

					previous learning. EYFS record evidence using 'Evidence Me.' There is an expectation that the learning in art is evidenced in books at an age-appropriate level.
Alignment with EYFS	Expressive arts and design is a specific area of the statutory framework for EYFS. The development of children's artistic and cultural awareness supports their imagination and creativity. As it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, expressive arts provision is year-round in EYFS. Children are given opportunities and experiences to enable them to meet the expected level of development.	Knowing More and Remembering More	Knowledge organisers for projects are shared with parents as well as pupils and these are used explicitly during projects to enable children to develop key art vocabulary and expand knowledge. The knowledge organisers are regularly referred to and added to in order to activate prior knowledge and as a scaffold for learning. Checkpoints throughout lessons ask children to review their learning to create fluency. Careful use of questioning throughout each lesson elicits discussion, enables ongoing assessment and areas for improvement. Our Art and design curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The domains of knowledge are revisited and developed in every class from year one to year six. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks of artists with high levels of independence.	Talking to Pupils	The subject leader will dedicate time to the scrutiny of floor and sketch books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform the evaluation of the quality of teaching.
Addressing Social Disadvantage and meeting the needs of vulnerable learners	We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these. Our curriculum is inclusive and resources used in school are accessible to all. Our school Mission Statement; Journeying in the light of Christ, together we live and learn is the foundation. At St Mary's, wherever possible, all pupils work on the same curriculum in Art and Design. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face. See the Strategies for Inclusion in Art information. To further meet the needs of our children to experience diversity, we have ensured that the art curriculum includes some well-known and some less well-known artists through time, from a range of ethnic and social backgrounds, cultures and different genders.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have the most impact		
Local context	In selecting the specific content, we ensure that the heritage of our children is highlighted and celebrated. Deliberate choices are made about aspects of art and artists/designers studied so that our curriculum is representative of, and sensitive				

	<p>to, the community that we serve. The school's unique locality is utilised, with planned opportunities for learning outside the classroom. All children have at least one opportunity to experience art in a gallery context. This involves visits to either the Yorkshire Sculpture Park, Graves Gallery, Millennium Galleries and Weston Park Museum depending on the current exhibitions. We feel it is crucial for all children to have an experience of public art and an appreciation for curatorship. Resident artist work is another opportunity we aim to provide. Co-ordinated whole-school project work ensures that art is given high status in the curriculum. This includes the school's participation in the 2026 Pride of Yorkshire Project and in 2019, the Sheffield Bear Trail Project. These projects enable further focus on children's artistic skills and knowledge in collaboration with the wider community.</p>				
--	---	--	--	--	--

Disciplinary knowledge in art and design is the interpretation of the 7 elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists' work; evaluating style and technique and having the ability to appraise a piece of work.

We introduce the children to disciplinary knowledge in art and design through the following lenses or 'Big ideas':

- Line: Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract
- Shape: Exploring the result of closed lines – shapes that are two dimensional, geometric or organic
- Colour: Exploring hue and intensity
- Value: Exploring the lightness and darkness of a colour
- Texture: Understanding the way something feels, or looks like it would feel
- Space: Understanding the way in which line, shape, form and colour can be manipulated to create space
- Form: When a shape acquires depth and becomes three dimensional it takes on for