

ART AND DESIGN CURRICULUM POLICY

At St James Primary School we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

The art and design curriculum has been designed to equip children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children should be provided with many opportunities to experience life as an artist and to share their opinions on the work of famous artists.

The teaching of Art and Design is key to enhancing pupil's self-confidence as well as their ability use creativity and imagination to express their ideas and feelings. It is the wide range of cultures within our setting that allows our learners to appreciate different kinds of art, craft and design from different times, places and cultures and apply this to their own work.

Staff will cultivate an appreciation of Art and Design by displaying the artwork produced by all children in an appealing way to enhance the learning environment and allow children the opportunity to showcase their artwork. We strive to ensure that all children have ambition instilled into their learning, allowing them to believe that they can achieve in the future.

Leaders have carefully planned and sequenced the curriculum to build on a progression of intended knowledge and disciplinary knowledge from EYFS to year 6. The intended knowledge and disciplinary knowledge of which our pupils gain from each pathway is evident through clear, concise endpoints and knowledge organisers and they link directly to Drawing, Surface and Colour and Working in Three Dimension. When sequencing the curriculum, leaders have considered prior learning and typical gaps so that pupils gain sufficient knowledge and skills cumulatively. By doing this, it enables children to build on knowledge and skills learnt through Early Years and Key Stage 1 and apply and add to those in Key Stage 2. This allows children to know more, remember more and be able to access more.

We aim to provide a quality education that enables our children to grow into positive, responsible role models who are prepared for the next stage of their education or work. We encourage children to work and cooperate with others whilst developing disciplinary knowledge, intended knowledge and understanding within the subject.

Implementation

Art and Design at St James CE Primary aims to embed practical knowledge, theoretical knowledge and disciplinary knowledge. It gives all our children equal opportunities to follow the National Curriculum through engaging and inspiring lessons. This is implemented through balanced cross-curricular topic areas, super learning days and weeks, trips and visitors to school.

Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge. Information is clearly presented to pupils and teachers check understanding effectively and systematically. The curriculum is designed to allow pupils to transfer intended and disciplinary knowledge into long term memory by having regular opportunities to revisit learning.

Following 'Access Art' all units of work fall under one of three pathways; Drawing, Surface and Colour and Working in Three Dimension. Units of work range from, Simple Printmaking in Year 1, Gestural Drawing with Charcoal in Year 3, Making Monotypes in Year 5 to Exploring our Identity in Year 6. Children will cover all of the three pathways along their journey through school, accessing all in each key stage.

Teachers use ongoing assessment opportunities to check understanding and to inform teaching, for example, by providing clear and direct feedback at the point of learning. An assessment system (Insight) is also used to analyse data on intended knowledge, disciplinary knowledge and vocabulary for key groups which is then used to inform priorities for the subject.

Teachers have developed knowledge organisers to support pupils in learning the intended knowledge and disciplinary knowledge as specified within the subject intent for each art unit as well as linking back to previous learning. Using the Access Art pathways, Knowledge organisers are created to ensure that the disciplinary knowledge is presented to children in a clearly structured and recognisable way to support long term memory. Teachers plan spaced retrieval tasks so that pupils regularly retrieve knowledge to ensure key concepts are embedded in their long-term memory and they are able to apply them fluently.

At St James CE Primary, pupils will have opportunities to produce their own creative work, exploring and recording their varied and unique ideas and experiences. They will develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. Children will have opportunities to become proficient in drawing, painting, sculpture and other forms of art, craft and design. They will be inspired by the work of great artists, craft makers and designers and apply this to their own work.

Throughout both Key Stages, Sketchbooks are used to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record. KS2 children are encouraged to use their sketchbook as an ongoing opportunity to evaluate their work and KS1 are encouraged to build their own sketchbooks they can be proud of. Pupils are given the opportunity to evaluate their work both, throughout the lesson and at the end, using a success criteria 'toolkit'.

Adaptive Strategies

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., 5-part teaching model, and make effective use of teaching assistants.

Long Term Memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities, and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory. Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- Knowledge organisers.
- New content in small, manageable steps.
- Images to support new learning.
- Spaced retrieval practice.

For each Art and Design unit, children are provided with a 'Knowledge Organiser', these are one of the strategies use in school to improve long-term memory. Children are encouraged to revisit previous learning in other ways, such as quizzes and vocabulary games, to further embed their learning.

Teaching & Learning

Each teaching session in history, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Assessment

Teachers use formal as well as regular on-going teacher assessment to adapt their planning where appropriate to meet the needs of all pupils. End of unit attainment is tracked so that leaders can ensure pupils are making at least good progress through their learning.

Teaching staff utilise strategies of verbal feedback to support pupils with their learning. Whole class feedback grids are utilised to capture areas of work to praise and share, misconceptions and teaching points, presentation and adaptations used to support pupils.

Reading

Pupils have regular opportunity to engage with texts which are academic and support their knowledge acquisition. Teachers ensure texts are age appropriate and teachers explicitly clarify any new vocabulary to support pupils learning.

Impact

At St James CE Primary, all children are given equal opportunities to achieve in Art & Design through a well-constructed, sequential and challenging curriculum. Clear progress is made in line with the national curriculum objectives and children know more, remember more and are able to do more. This is reflected in their work that is consistently of a high quality.

Art and design is, essentially, a skill based subject and working in this way will help children to build an understanding of colour, pattern, texture, line, shape, form and space. This will then support skills and concepts in other areas of the curriculum. Art and Design makes its own distinctive contribution to the school curriculum and the wider aims of primary education. Through teaching Art and Design at St James CE Primary we enable pupils to grow as individuals whilst building their confidence, creativity, artistic skills and knowledge and the ability to reflect on and analyse a wide variety of art work.

Our school aims to support the development of children for their next stage of education or work as well as support all families and the wider community.

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