

Curriculum Intent

At Ropery Walk Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We recognise that Art and Design should be fully inclusive to all learners. All learners are entitled to an art education that deeply connects them to their world. It creates openings and horizons for them to new ways of seeing, thinking, doing and being.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils and enable them to generate ideas whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about and appreciate the works of a diverse range of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Ropery Walk Primary School follows the National Curriculum **and is supported by a unit focus on a specific artist**, ensuring a well-structured approach to this creative subject.

The children are taught Art discretely each week. Children alternate each half term between Art and Design and Technology. Children focus on painting during the autumn term, drawing during spring term and sculpture during summer term. Throughout each topic, there is a focus on visual literacy to develop skills for children to become critical thinkers. More detail about topics and skills that are taught, can be found in our Long Term Plan.

The children's knowledge and appreciation of artwork is **enhanced by focusing on the work of famous local, national and international artists and building on their understanding of artists' themes and techniques each year.**

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key stage 1

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

Curriculum Impact

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children's attainment is tracked weekly by class teachers and graded against the whole school progression grid. This data is then sent to the co-ordinator at the end of each term which is then analysed at the end of each academic year.

Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum and Target Tracker. Thus identifying the level in which the child is working which is given to parents in a written report at the end of each academic year. Class teachers also pass children's attainment levels on to the next teacher. At the end of each Key Stage, levels are recorded and passed onto the next Key Stage.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the Early Excellence tracker system. Age related expectation levels are reported to parents at the end of the reception year.