













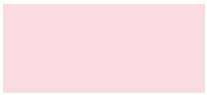
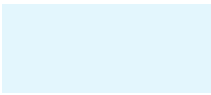


Art and Design Curriculum Rationale

At St Thomas', of Canterbury school we recognise that Art and Design is a unique subject which connects creativity, cultural capital, emotional processing and communication. We teach Art to give children the tools, confidence and skills that they need to be a part of this dialogue. With this in mind, a range of materials and techniques has been mapped out to ensure a varied and exciting experience over the key stages along with a regular return to core skills to ensure confidence in progression.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The school follows the National Curriculum Art and Design programme of study. This is supplemented by the National Society for Education in Art and Design (NSEAD) 2014 curriculum document. Additional planning and curriculum support has been provided by 'Access Art.'</p>	 <p>Pedagogical Approaches</p> <p>The teaching at St Thomas of Canterbury is underpinned by Rosenshine's Principles of Instruction. In Art and Design lessons warmup activities allow the children to revisit and apply skills and terminology. The teacher will facilitate by introducing and modelling new techniques and language but ultimately guide pupils to explore their own creativity and expression through careful questioning.</p>	 <p>Approach to Assessment</p> <p>This is where we recognise the unique nature of Art. The approach to assessment is less formal than in core subject disciplines. In Art and Design, there is ongoing teacher assessment to ensure that the children are connecting cultural capital, emotional processing and communication through discussion about their Art work as well as Art as a concept. We also encourage children to look back through their sketch books and reflect on their own processes and progression.</p>
 <p>End Points</p> <p>The Art and Design curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with sketchbook 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>	 <p>Teachers' Expert Knowledge</p> <p>The Art and Design Programme of Study and supplementing resources can be confidently delivered by specialist and non-specialist teachers alike. With the support of the CPD materials and 'Artist videos' provided by 'Access Art' the teacher can confidently join the children in an exploration of Art using the Metacognition training, which takes place regularly as part of INSET, to provide a framework.</p>	 <p>Performance Data</p> <p>There is no published data for Art and Design at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p>
 <p>Sequencing</p> <p>Our Art and Design curriculum is a spiral curriculum. Teachers; medium term planning will put skills and vocabulary into a learning context, drawing on the knowledge and skills set out in the whole school progression grid. Core skills are revisited and the use of ongoing sketchbook work underpins all the content</p>	 <p>Promoting Discussion and Understanding</p> <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>	 <p>Pupils' Work</p> <p>Sketchbooks are key to capturing pupil work. Additionally, pupil work is displayed in communal areas as a wider public display of artwork is a critical part in the artistic process.</p>
 <p>Addressing Social Disadvantage</p> <p>A key principle of our teaching is about belief that every child can engage with art and design. The resources used in school are suitable for pupils of all abilities. 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. While children will come to us with different levels of experience and knowledge in Art, we will work to address these gaps in experience, skill and knowledge.</p>	 <p>Knowing More and Remembering More</p> <p>Our curriculum maps have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in the skills progression and the way in which lessons are structured. Rosenshine's Principles are deployed to support children with regular retrieval to build and strengthen their schema.</p>	 <p>Talking to Pupils</p> <p>The subject leader talks to pupils about their learning and their opinions on Art works as part of the monitoring process. This is to see if core vocabulary has been remembered and understood and to ensure that children have the confidence to communicate clearly. Pupils also will have the opportunity to talk about their work and their enjoyment and understanding of the lessons, showing much they can recall, and their responses will be used to inform teaching</p>
 <p>Local Context</p> <p>Serving a wide and diverse catchment area, English at St Thomas' aims to equip children with the necessary speaking, listening, reading, and writing skills to be successful. It is our ambition to develop these skills, along with the cultural capital of all pupils, by collaborating with the wealth of theatres and further education providers available to us in Sheffield.</p>	 <p>Teacher Assessment</p> <p>The value of formative assessment cannot be underrated. At St Thomas', we use a variety of techniques, including whole-class feedback, improvement time, questioning, no opt out, exit tickets, retrieval quizzes, mini-whiteboards, and cold calling, to provide class teachers with up to the minute information about the progress, needs, and knowledge of their pupils.</p>	<p>Links / References</p> <ul style="list-style-type: none"> RWI Spelling Ark Curriculum+ Rosenshine's Principles of Instruction EEF Embedding Formative Assessment EEF Metacognition and Self-Regulation



[EEF Improving Literacy in KS1](#)
[EEF Improving Literacy in KS2](#)
[EEF Teacher Feedback](#)