















# Art and Design Curriculum

At St Thomas of Canterbury, our approach to Art and Design is to appreciate it as a distinct subject, making curriculum links when it is suitable to do so. When art and design is taught as a distinct subject there are clear opportunities to develop and strengthen specific skills. We use a range of materials and techniques including paint, ink, clay, textile, printmaking and multimedia because we have high expectations about what all children are capable of achieving within the visual arts.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></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 and curriculum document. Additional planning and curriculum support has been provided by AccessArt.</p>	 <p><b>Pedagogical Approaches</b></p> <p>Art and design lessons begin with a skill based warm up activity. The purpose of this is to revisit and apply previously taught skills. The role of the teacher is to introduce key skills, materials and ideas but ultimately allow pupils to explore their own creativity.</p>	 <p><b>Approach to Assessment</b></p> <p>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 keeping up with the pace of the curriculum and achieving our goals.</p>
 <p><b>End Points</b></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><b>Teachers' Expert Knowledge</b></p> <p>All classes have a significant proportion of their art and design curriculum content delivered by a subject specialist. However, the art and design programme of study and supplementing resources can be confidently delivered by specialist and non-specialist teachers alike. As the school is currently working towards Artsmark status, subject specific professional development is in place.</p>	 <p><b>Performance Data</b></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><b>Sequencing</b></p> <p>Our art and design curriculum is a spiral curriculum. Skills are revisited and the use of ongoing sketchbook work underpins all the content.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>The art and design progression plan includes assessment questions to ignite reflective discussion during each lesson. The 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><b>Pupils' Work</b></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><b>Addressing Social Disadvantage</b></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.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>The progression plan includes core knowledge and skill development for each year group. Key artistic terminology is introduced in context.</p>	 <p><b>Talking to Pupils</b></p> <p>Talking to pupils is key to the continual refinement and development of the art and design curriculum. Some mediums naturally lend themselves to use within the classroom setting, and it is vital that pupil feedback is used to assess the success of units of work.</p>
 <p><b>Local Context</b></p> <p>All children have at least one opportunity to experience art in a gallery context. Most often this involves a visit to the Yorkshire Sculpture Park in KS1 and KS2. However, this also includes visits to Graves Gallery, the 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.</p>	 <p><b>Teacher Assessment</b></p> <p>Assessment questions provide teachers with an indicator of pupil confidence. Sketchbooks evidence progression of skills in all year groups</p>	<p><b>Links / References</b></p> <p><a href="https://www.accessart.org.uk/teachers-schools/primary-schools-2/">https://www.accessart.org.uk/teachers-schools/primary-schools-2/</a>  <a href="https://www.nsead.org/">https://www.nsead.org/</a></p>