



Curriculum Intent - Art & Design

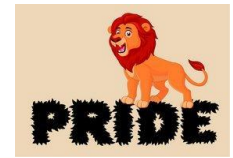
**Our Vision & Rationale**

A high-quality art and design curriculum should engage, inspire and challenge pupils, providing them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should demonstrate how art and design both reflect and shape our world, and contribute to its history and culture. Art should enable children to communicate what they see, feel and think through their use of the visual elements (colour, texture, form, line, shape and pattern) and different materials and processes. Critical thinking should be nurtured with the aim of building resilience and the confidence to take risks and be original. The Art curriculum should allow children to represent themselves through their work and generate a sense of pride. The importance of first-hand experience, use of imagination, experimentation and the development of ideas and skills should be emphasised. Art should provide visual, tactile and sensory experience and a creative way of understanding and responding to the world.

**An effective artist**

Investigates, researches and tests their ideas and plans to show in advance how work will be produced and how the qualities of the materials will be used.	Independently develops a range of ideas which show curiosity, imagination and originality.	Takes actions to refine their technical and craft skills in order to improve their mastery of materials and techniques.	Selects and effectively uses relevant processes in order to create successful work.	Makes good evaluations of their own and professionals' work taking into account the intentions and context of the work.	Describes in detail the works of famous and significant artists, designers and architects and explains their impact on our world.	Knows and uses technical vocabulary and techniques when describing work or deciding how to execute their own work.
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These learning behaviours are particularly helpful in becoming an effective artist:



**Purpose of study**

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, 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. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**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 great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**SEND**

Enabling pupils with SEND is part of the planning we do for all pupils, rather than a separate activity. It can be brief notes in lesson plans outlining approaches used to remove barriers. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. Questioning is also an important element to consider. Teachers may modify how they check pupils' understanding. Teachers also need to offer a range of opportunities for pupils to demonstrate what they know and can do.

The MTPs for each learning journey outline the objectives all children should meet. It is our aim that barriers to a child meeting these objectives are minimised. Some suggestions are listed below.

- It may be necessary to highlight new words for the lesson (key vocabulary and specific terms linked to learning objectives e.g. intaglio print, expressionism).
- It may be appropriate to spend more time developing the practical skills that will be needed, e.g. painting skills, creating coils to build a clay pot.
- Group work and discussion can be challenging for some children. Pairings and groupings need to be sensitive to this.
- Make tasks accessible through the use of, where appropriate specialist equipment, e.g. specialist scissors and cutting tools.
- In order for children to be successful in textile units, it is important that scissors are suitable for cutting fabric, particularly felt.
- Children who are developing fine motor control may benefit from working on a larger scale in order to be successful.
- Use of IT for the design process if suitable.
- Adopt multi-sensory approaches where appropriate: allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. Use real objects related to the topic e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed. Use the body in direct ways to create outcomes or products e.g. using hands and feet to create prints or casts in wet sand or clay.
- Allow children time to explore materials and processes to build confidence before committing to final artwork.
- Consider the length and complexity of tasks. Some pupils may need more time to complete activities, while others need tasks to be short and varied to aid concentration.
- Record images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work.

#### **Inclusion and Diversity**

At St Mark's we strive to nurture positive attitudes and a sense of achievement in all pupils. In art, we not only want pupils to be creative, but to feel included, valued and encouraged. Teachers respond to diverse learning needs by setting suitable challenges and modifying the curriculum so all pupils can overcome barriers to learning and meet the same objectives. It is important for children to feel represented in school and celebrating diversity is integral to the curriculum. Therefore as our art curriculum develops we strive to celebrate the creativity of people of all abilities and backgrounds. Our Art units are closely linked to the driving theme of the half term in each year group. Geography and Ancient History learning journeys offer rich opportunities to explore diversity in art and design. Artists from the regions or times being studied add another dimension to the learning. In science, work on plants and animals offers opportunities to study living things from across the world and from artists living among them. The table below sets out a starting point for our exploration into the creativity in our world.