

## **Intent, Implementation and Impact**

### **Curriculum Intent**

At Smallthorne Primary Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. To shape our Art & Design Curriculum we use Chris Quigley Curriculum Companion.

- \* Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- \* Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.
- \* Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them

For each of the threshold concepts three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

Milestone 1=Year 1 & Year 2.

Milestone 2= Year 3 & Year 4

Milestone 3= Year 5 & Year 6

- \* Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts.
- \* Knowledge webs help pupils to relate each topic to previously studied topics and to form strong, meaningful schema.
- \* Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.
- \* Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.
- \* As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. We use direct instruction in the basic domain and problem-based discovery in the deep domain.
- \* Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

### **Aims**

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

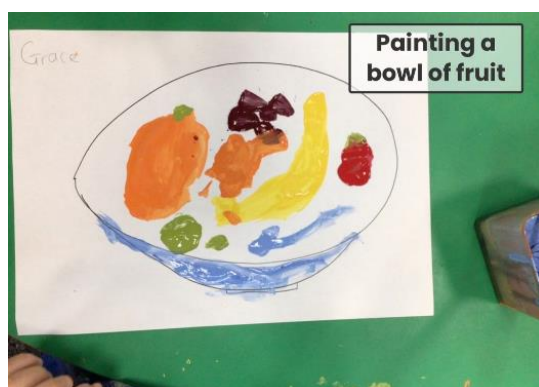
1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers (including pottery), and understand the historical and cultural development of their art forms.

## **Curriculum Implementation**

The teaching and implementation of the Art and Design Curriculum at Smallthorne Primary Academy is based on the National Curriculum. Our curriculum design is based on the idea that learning is most effective with spaced repetition. Interleaving helps pupils to discriminate between topics and aids long-term retention. • Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Our content is subject specific. We make intra-curricular links to strengthen schema. In Key stage 1 and Key Stage 2 children have a weekly timetabled creatives lesson. Each half term covers either Art & Design or Design and Technology. Sometimes where practical the two subjects can be linked.

The work of famous local, national and international artists are explored to enhance the children's learning.



### **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.

## **Early Years**

In Early Years Art and Design is taught as part of the topics.

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

The Early Years curriculum is implemented through topics enabling Art and Design to be integrated into the whole curriculum. One example of this is where physical skills for writing is developed and practiced as part of creative activities.

## **Curriculum Impact**

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We set POP tasks (Proof of Progress Tasks) and compare children's work over time. Ongoing formative assessment takes place during lessons and support is instant, ensuring children are supported and challenged appropriately.

We use lesson observations to see if the pedagogical style matches our depth expectations. Art & Design work can be monitored through sketchbooks and photographic evidence.

Children in Early Years are assessed within Expressive Arts and Design and their progress is tracked. Age related expectation levels are reported to parents at the end of the Reception year.