Curriculum Rationale

ART & DESIGN

INTENT

- To provide a high-quality art and design curriculum that engages, inspires and challenges pupils to create and experiment with a range of media and techniques.
- To develop pupils' skills in drawing, painting, sculpture, printing, textiles and digital art with clear progression across the school.
- To enable pupils to evaluate and discuss artwork using appropriate artistic vocabulary.
- To teach pupils about significant artists, craft makers and designers from different periods, cultures and backgrounds.
- To broaden pupils' cultural experiences through exposure to diverse art, traditions and creative practices from around the world.
- To ensure pupils understand how art reflects history, culture and society.
- To provide opportunities for pupils to experiment, take risks and develop creativity and imagination.
- To encourage pupils to express their ideas, experiences and emotions through art and design.
- To develop resilience, independence and confidence through the creative process.
- To celebrate and share pupils' artwork through displays, exhibitions and wider school experiences.

IMPLEMENTATION

Learning is planned via a thematic approach to allow children to form deep connections and provide them with a range of rich and memorable learning experiences, whilst valuing and promoting the specialisms of the art curriculum. We follow the Cornerstones Curriculum.

- Art and Design is taught through a carefully sequenced curriculum that builds skills and knowledge progressively from EYFS to Year 6.
- Lessons are structured to include the development of practical skills, knowledge of artists and cultures, and opportunities for evaluation and reflection.
- Pupils are taught key artistic skills such as drawing, painting, sculpture, printing, collage and textiles through focused skill-based lessons and longer creative projects.
- Sketchbooks are used across the school to develop ideas, practise techniques, record observations and evaluate work, showing progression over time.
- Pupils study a diverse range of artists, designers and craft makers from different cultures, historical periods and backgrounds to broaden cultural understanding.
- Teachers model techniques and artistic processes to support pupils in developing confidence and independence.
- Subject-specific vocabulary is explicitly taught and used in lessons to support pupils in evaluating and discussing artwork.
- iPads are used to provide digital art opportunities, including digital drawing, graphic design, photography, animation and photo editing, allowing pupils to explore modern artistic techniques and media.
- Digital art apps on iPads enable pupils to experiment with colour, layering, illustration and design in ways that are not always possible with traditional materials.
- Pupils' artwork is displayed in classrooms and around school and shared through exhibitions, displays or digital portfolios to celebrate achievement.
- Teachers assess pupils' work through observation, sketchbooks and finished pieces to ensure progression in skills and knowledge.
- Trips and visiting experts are used where possible to enhance the learning experience.

IMPACT

By the time pupils leave our school, they will be confident, creative artists who have developed the skills, knowledge and cultural awareness needed to appreciate art, experiment with different media, take creative risks and express themselves creatively.

Curriculum Rationale

ART & DESIGN

EYFS

Art and Design in the Early Years Foundation Stage is taught through the Expressive Arts and Design area of learning and focuses on creativity, exploration and developing fine motor skills. Children are given opportunities to explore a range of materials, tools and techniques such as drawing, painting, collage, printing, modelling and digital media, with an emphasis on the creative process rather than a final product. Through these experiences, children develop pencil control, cutting and joining skills, colour mixing, shaping materials and the confidence to experiment and express their ideas.

Children are encouraged to talk about what they are creating and explore patterns, colours and art from different cultures and celebrations, supporting communication, cultural awareness and personal expression. These early experiences lay the foundations for future learning in Art and Design by developing creativity, independence, fine motor control and confidence with materials, preparing children for the more structured skills and techniques they will encounter in Year 1.

KS1 & 2 ENGAGING PROJECTS

	MONARCH MONDAY 1 PORTRAITS SEQUENCED PROGRAMME LOOKING AT THE IMPORTANCE OF PORTRAITS AND THE DIFFERENT SKILLS NEEDED TO PRODUCE ONE.	CORNERSTONES ART & DESIGN UNITS	CORNERSTONES PROJECTS	PROJECT 4 CONSERVATION
Y1	ELIZABETH II	FUNNY FACES & FABULOUS FEATURES MIX IT UP	CHESLEY BONESTELL	EACH YEAR, WE COME TOGETHER TO TEACH A WHOLE SCHOOL PROJECT THAT IS VOTED FOR BY THE SCHOOL COMMUNITY. THIS PROJECT ENABLES CHILDREN TO USE SKILLS LEARNED THROUGHOUT THE YEAR TO CREATE PIECES THAT ARE EXHIBITED AS PART OF OUR ANNUAL EXHIBITION.
Y2	VICTORIA	EXPLORING COLOURS STILL LIFE FLOWER HEAD	COASTLINES	
Y3	HENRY	COLOUR MASTERS COLOUR THEORY CONTRAST AND COMPLEMENT	CAVE PAINTINGS	
Y4	WILLIAM THE CONQUEROR	CONTRAST AND COMPLEMENT THE POWER OF COLOUR WARM AND COOL COLOURS	MISTY MOUNTAIN, WINDING RIVER	
Y5	JOHN	COLOUR IN LANDSCAPES LINE, LIGHT AND SHADOWS MIXED MEDIA	SOW, GROW AND FARM	
Y6	GEORGE V1	COLOUR AND STYLE DISTORTION AND ABSTRACTION TINTS, TONES AND SHADES	FROZEN KINGDOM	

LINKS

DfE ART & DESIGN NATIONAL CURRICULUM

CORNERSTONES EDUCATION

Curriculum Rationale

ART & DESIGN

ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year in addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- We enter teachers assessments into the Cornerstones portal. Subject leaders analyse the data and report to governors annually.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.