

# Art Curriculum Intent, Implementation and Impact 2022-2023



## Intent

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to grow as artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and flourish as lifelong creative thinkers. The curriculum serves the needs of the children, building courage, compassion and independence to be a champion for what they believe in. They are courageous advocates for themselves and others in the local and global community. Creating and designing pieces of art can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children at Canon Pyon CE Primary School have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies.

### What Art looks like in our School:

- Inspiring and challenging lessons
- Opportunities to explore and experiment
- Children working independently, in pairs and in groups
- Opportunities to communicate
- Lessons that reflect the diversity of the world we live in
- Relevant and creative topics
- Cross curricular and discrete art lessons
- Produce creative work, exploring their ideas and recording their experiences
- Children who are becoming proficient in drawing, painting, sculpture and other art, craft and design techniques
- Opportunities to evaluate and analyse creative works using the language of art, craft and design

### By the end of EYFS pupils will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories. Through songs, stories and rhymes children will enjoy listening to the rhythm and sounds of the new language.

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## **By the end of Key Stage 1:**

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- have talked 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

## **By the end of Key Stage 2:**

- Pupils should be 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 should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

## *Implementation*

### **This is how it works:**

- Lesson provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to showcase individual or collaborative work in the school and wider community
- Opportunities to work with artists from the community and beyond
- Workshops and art days that bring topics to life

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**This is what adults do:**

- Lesson provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to showcase individual or collaborative work in the school and wider community
- Opportunities to work with artists from the community and beyond
- Workshops and art days that bring topics to life

**This is how we support, challenge and ensure all children can access the curriculum:**

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used
- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:



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- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioral needs
- Children with emotional needs
- EAL children
- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity
- Those experiencing tragedy or loss
- Low self-esteem

This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

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## *Impact*

### **This is what you might typically see:**

- Happy, engaged and communicative learners
- Curious children who ask questions, take risks and participate in lessons
- Displays showcasing our work
- Confident children who are willing to communicate about what they have created

### **This is how we know how well our children are doing:**

- Informal judgements based on observation during lessons.
- Pupil voice