



Art and Design Curriculum Rationale

INTENT		IMPLEMENTATION		IMPACT	
Alignment	Our curriculum was created in alignment with The National Curriculum to ensure complete coverage across all stages of Primary learning.	Pedagogical Approaches	We ensure pupils see the purpose of each lesson and the content while ensuring deliberate and intentional retrieval of previous knowledge to build on previous learning.	Approach to Assessment	Using the National Curriculum, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.
End Points	We recognise that Art and Design stimulates creativity and imagination, and we aim to produce life-long artists. We encourage pupils to express themselves and understand how art is applied to the real world.	Teachers' Expert Knowledge	Both the subject leaders and class teachers have a good understanding of what is being taught in the subject, the outcomes, and progress of pupils. They will also identify any areas to be developed and will endeavour to tackle these areas through support and guidance.	Performance Data	Teachers will gather a range of evidence based on what the children have covered using sketchbooks, pupil voice and personal assessment to make a judgement as to what the pupils have achieved.
Sequencing	We plan Art and Design lessons by focusing on a key artist, time periods or linking to capital culture. By incorporating four core elements into learning; Engage, Develop, Innovate and Express, the pupils can progress with sequential learning.	Promoting Discussion and Understanding	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning.		
Social Disadvantage	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.	Knowing and Remembering More	The consistent use of children's sketchbooks means that children can review, modify and develop their initial ideas in order to achieve high quality outcomes. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. Pupils are given regular opportunities to explore and discuss questions at an age-appropriate level, and to promote knowledge.	Pupils' Work	Sketchbooks are key to capturing pupil work. Alongside this, pupil work is displayed in communal areas such as the entrance of school and throughout the corridors as this wider public display of artwork is a critical part in the artistic process and taking pride in achieved work.
Local Context	We want all children to become life-long artists. Our curriculum provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.	Teacher Assessment	Effective modelling, observation and questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.	Talking to Pupils	The use of pupil voice provides valuable feedback which is used to assess pupil's understanding and the success of units of work. Talking to pupils is key to the continual refinement and development of the art curriculum.