



Art and Design Curriculum

Intent, Implementation, Impact



Intent:

At Hazelbury Bryan Primary School, Art and Design is fully inclusive to every child.

The aims of teaching art and design in our school are:

- To 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 through school, they should begin 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.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design teaching at Hazelbury Bryan Primary School instils an appreciation and enjoyment of the visual arts. Art and Design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and Design promotes careful observation and an appreciation of the world around us. Our children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Implementation:

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is taught as part of different termly topics, focusing on knowledge and skills stated in the National Curriculum. At Hazelbury Bryan, we ensure that Art and Design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The Art and Design curriculum at Hazelbury Bryan Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their Art and Design lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching Art and Design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

At Hazelbury Bryan Primary School, we provide a variety of opportunities for Art and Design learning to take place inside and outside the classroom. The teachers make use of the extensive grounds and outdoor learning area when planning for their students. Alongside our curriculum provision for Art and Design, we also provide all pupils with the opportunity to participate in art during after school clubs.

Impact:

Within Art and Design, we strive to instill an appreciation and enjoyment of the arts enriching the children's learning experience. Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books where appropriate.

