



# Art and Design at Holy Name

## Art and Design Curriculum Rationale

At Holy Name we are determined that every pupil will have the opportunity to be an artist; we do not see background, needs or abilities as insurmountable barriers to learning. We want them to have no limits to what their ambitions are and grow up with the skills to be illustrators, graphic designers, curators or printmakers. We believe that all of our children are **STARS** with the potential to shine. The art and design curriculum has been structured so that our children develop their artistic capital and knowledge (in line with National Curriculum milestones) by building upon prior learning. We want our children to remember their art and design lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge of key skills and vocabulary so that they have a foundation for their continued school life and life beyond school.

## Curriculum Intent

The art and design curriculum promotes curiosity and a love of learning. It is rigorous and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the art and design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of life after Holy Name.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. These, and other British Values, are placed at the heart of everything we do.

We enrich our pupils' time in our school with memorable experiences and provide opportunities which can be out of reach.

- Our curriculum for art and design aims to ensure that all pupils:
  - produce creative work, exploring their ideas and recording their experiences
  - become proficient in drawing, painting, sculpture and other art, craft and design techniques
  - evaluate and analyse creative works using the language of art, craft and design



- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Curriculum Implementation

We recently completed an audit of the art and design curriculum. On the back of the findings from this audit, the art and design curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills.

Art and design subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in art and design and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media. An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

We empower our staff to organise their own year group curriculums under the guidance of our subject leaders. Teachers are best placed to make these judgements. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. All our subjects are taught discretely with overlaps and



links in many areas. Staff always link prior knowledge to new learning to deepen children's learning.

We encourage staff to teach art and design in a series of lessons during 'Art and Design Week' at the end of the half term when art and design is taught. This helps to ensure sufficient time is allocated to art and design and that the subject matter can be studied in depth with the necessary time to access resources and materials that enrich learning.

Due to the format of our school year groups (a mixed year class in every key stage) we operate a cycle which ensures all relevant curriculum objectives are taught by the end of key stage 1, lower key stage 2 and upper key stage 2, this ensures that all children have accessed the whole curriculum when they leave our school.

### **Curriculum Impact**

We use informal formative assessment information in every history lesson, following Rosenshine's Principles of Learning. Staff always consider cognitive load theory to ensure children retain as much knowledge as possible. Mini-plenaries and constant referral to prior learning also help with this. Information gained from formative assessment is used by staff to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped. This means that skills in art and design are progressive and build year on year.

Summative assessment is completed at the end of each unit of work as teachers assess the children against the curriculum milestones and record their judgements on the Target Tracker assessment platform. This process means that every child's progress can be tracked as they move through the school. Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in art and design. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in art and design is conducted termly. Monitoring in art and design includes: sketch book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.



### **Art and Design programmes of study: Key Stages 1 and 2**

#### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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.

#### **Aims**

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### **Attainment targets**

At key points in their school life, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Holy Name, we have milestones for foundation stage, key stage 1, lower key stage 2 and upper key stage 2 that we wish every child to aspire to or exceed. These milestones have been selected specifically for our children, to reflect the ethos and culture of Holy Name Catholic Primary School.

### **Subject content – Key stage 1**

*Pupils should be taught to:*

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

### **Subject Content – 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:*

- 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.