

# Art and Design Curriculum Rationale

INTENT	
<b>Alignment</b>	At Willow Primary Academy, our Early Years programme for Reception follows the Arts and Design programme from the statutory Framework for EYFS. The National Curriculum for Art and Design is used as a basis for KS1 and KS2 content.
<b>End Points</b>	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.
<b>Sequencing</b>	Teachers plan Art and Design effectively using our bespoke road maps. The key elements that make up our teaching and learning approach are: <ul style="list-style-type: none"> <li>• Artist evaluation</li> <li>• Skills (e.g., drawing, digital art, collage etc.)</li> <li>• Planning</li> <li>• Making</li> <li>• Evaluating</li> </ul>
<b>Social Disadvantage</b>	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.
<b>Local Context</b>	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. We invite local artists to share their work and carry out workshops with the children.

IMPLEMENTATION	
<b>Pedagogical Approaches</b>	Teachers ensure that pupils see the 'purpose' of each lesson and the content. Teachers also ensure deliberate and intentional retrieval of previous knowledge to build on previous learning. Regular checkpoints and formative assessments within lessons help to tailor lessons to meet the needs of pupils.
<b>Teachers' Expert Knowledge</b>	The subject leader is responsible for monitoring the teaching and learning in Art and Design. By undertaking regular monitoring activities, the leader will 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 coaching and mentoring colleagues.
<b>Promoting Discussion and Understanding</b>	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. Using formative assessment each lesson, information can be recalled by the children from their long-term memory.
<b>Knowing and Remembering More</b>	The consistent use of children's sketchbooks means that children are able to 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.
<b>Teacher Assessment</b>	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.

IMPACT	
<b>Approach to Assessment</b>	In art and design, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.
<b>Performance Data</b>	At the end of each term, teachers will have gathered a range of evidence based on what the children have covered to make a judgement as to whether pupils have achieved.
<b>Pupils' Work</b>	Sketchbooks are key to capturing pupil work. Additionally, pupil work is displayed in communal areas as a wider public display of artwork this is a critical part in the artistic process. Further evidence may be found as part of their homework as we offer a curriculum menu each half term at Willow Primary Academy to consolidate learning across a range of foundation subjects.
<b>Talking to Pupils</b>	Talking to pupils is key to the continual refinement and development of the art and design curriculum. Pupil voice conferences provide valuable feedback which is used to assess pupil's understanding and the success of units of work.