

MARLBOROUGH ROAD ACADEMY

Art and Design Intent

Intent

At Marlborough Road Academy, we follow the United Learning EYFS Curriculum in Nursery and Reception and the National Curriculum at Key Stage 1 and Key Stage 2. This is taken as a minimum entitlement for learners at Marlborough Road Academy.

‘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’. **(The National Curriculum. Continuous Improvement)**

Building on the United Learning Framework for Excellence, the Marlborough Road Art and Design curriculum has six core principles:

Entitlement: All pupils have the right to learn what is in the Marlborough Road Academy curriculum, and we have a duty to ensure that all pupils are taught the whole of it.

Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

Mastery: We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.

Adaptability: The core content – the ‘what’ – of the curriculum is stable, but we will bring it to life in our own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.

Representation: All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.

Education with character: Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

At Marlborough Road Academy, we inspire our children to think and work like artists and designers. The Marlborough Road Curriculum for Art and Design provides pupils with the opportunity 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. The curriculum provides pupils with opportunities to evaluate and analyse creative works, using the language of art, craft and design and to know about great artists, craft makers and designers, understanding the historical and cultural development of their art forms. In Key Stage 1, pupils build on the foundations of the EYFS curriculum. At K.S 1, the curriculum develops skills across the disciplines of drawing, painting, collage, printing, textiles, sculpture and digital art and design. In Design, pupils analyse existing products, learn to use a range of materials to design and make products and to represent their ideas and experiences and to evaluate the effectiveness of these products/designs. In Art they develop an understanding of the concepts of colour, pattern, texture, line, shape, form and space. At K.S 2 these strands include photography. All pupils learn about the work of artists and crafts people.

MARLBOROUGH ROAD ACADEMY

Art and Design Intent

Artists and Craftspeople: The artists selected for study include a number of world renowned artists and craftspeople, who are no longer living. These have been chosen for their contribution to particular movements/styles e.g. Van Gogh, Seurat or William Morris (Arts and Crafts Movement) or to innovation such as Robert Stephenson, Isambard Kingdom Brunel. We feel that the work of these artists is iconic and that the pupils at Marlborough Road Academy should know about and be able to recognise it. It is also important that the pupils at Marlborough Road appreciate the 'Best in Everyone', by being familiar with the work of those artists celebrated as the best in their field. Pupils also study the work and influence of modern artists and crafts people. These have been selected to show a development in the work of artists who lived a long time ago and contemporary styles/works e.g. the cave artists of the Lascaux Caves using cave painting to tell stories and the work of the cartoonist Matt Groening or the engineering work of Isambard Kingdom Brunel and the designer of the Barton aqueduct.

The artists and crafts people chosen also reflect the talent from the local area e.g. LS Lowry and the local artisan bakery. We feel that is important that our curriculum introduces pupils to art and design that is reflective of their environment and helps them to make connections between 'famous artists/crafts people' and themselves.

The artists chosen also reflect a range of cultures. This is a deliberate choice in a school where 50 ethnicities are represented e.g. the pattern work by Pramod Arvi, black African artists such as Kara Walker and fashion designers Dian Pelangi and Iman Aldebe.

We recognise that progression and cohesion in the teaching and learning of art and design needs to flow effectively from Nursery to Year 6 and though into K.S 3. We ensure that pupils master core content through identifying and revisiting key knowledge (substantive and disciplinary). We sequence the curriculum to allow for gradual development of vertical concepts – the 'big ideas' in art and design.

The EYFS at Marlborough Road Academy follow the United Learning curriculum based on 'Early Years Statutory Framework for the Early Years and Foundation Stage' (DfES, 2014) 'Expressive Arts and Design' is a prime area through which, as a foundation of pupils' learning, art and design is taught. 'Exploring media and materials' is the specific area in which pupils are introduced to art and design skills and knowledge.

As many of our pupils are new to English, developing language and communication skills across all areas of learning is the key to them grasping **powerful knowledge**. The art and design curriculum has a focus on building vocabulary and explaining the meaning of words in context, modelling Standard English, oral rehearsal and repetition and review and practice.

At Marlborough Road Academy, the curriculum develops pupils' learning in a range of contexts, both on and off site. Trips, visits and visitors therefore form a crucial part of our approach to learning, giving pupils the opportunity to immerse themselves in a particular style or the work of a particular artist or crafts person to bring it alive (**Education with Character**). Where possible, the art and design curriculum is linked to the local area so that pupils gain an understanding of how what they have learned links to where they live. We also believe that it is important for pupils to know about the rich cultural heritage that they are a part of in Salford, Greater Manchester and the North West. Visits to local museums and galleries form a central part of the approach taken.

British values are integrated into our art and design curriculum. They are relevant in terms of the way that pupils are able to express themselves as they wish and learn to appreciate the expressions of

MARLBOROUGH ROAD ACADEMY

Art and Design Intent

others. We expect our pupils to show mutual respect and tolerance when exploring cultures in art and design that may be different from their own.

Implementation

Art and design at Marlborough Road Academy at Key Stage 1 and Key Stage 2, is taught, generally, in alternate half-terms and lessons are subject-specific. In EYFS, art and design is taught through a combination of modelling in focussed activities and stand alone base times. Pupils are encouraged to apply their skills to challenges and to their play during continuous provision. Big motor control is developed outside and small motor control both indoors and outdoors. Pupils investigate painting, printing, collage, texture, combining materials, working from observation and from their imagination to prepare them for the demands of the national curriculum as they enter Y1.

Our whole school approach to the teaching and learning of art and design is crafted around Rosenshine's Principles of Instruction and involves planning for the following;

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and the correct definition, that all children must master.
- A cycle of lessons, which carefully plans for progression and depth.
- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.
- Scaffolding within each lesson for children that need support e.g. through brush size or pencil shape, where there is a physical impairment and deepening tasks for children who require additional challenge e.g. through the use of a visualiser, finer gradation in shading.
- Practical learning experiences and investigations within the classroom. Design lessons follow the following sequence:
 - **Disassemble and evaluate an existing product**
 - **Focused practical task to rehearse a required skill/technique**
 - **Design, Make and Evaluate the final product**
- Learning through our hidden curriculum (lunch time activities), such as contributing to our lunchtime Art Gallery and displaying work in a pop up Art Gallery
- The use of kagan structures to ensure that all children are fully participating in their learning in a supportive and safe environment
- High quality modelling and direct instructions
- Questioning to assess understanding (hinge point questioning, funnelling, direct) Links to other subject areas e.g. Learning about the Ancient Egyptians in History in Y3 supports work in 3D sculpture when making canopic jars.

MARLBOROUGH ROAD ACADEMY

Art and Design Intent

The Mixed Age Curriculum

The long term plans for art and design detail the 'Powerful Knowledge' that is taught and ensure that there is a clear progression in key skills, both across a year and from year to year. Some year groups at Marlborough Road are 1.5 form entry and so planning for these year groups works on a two year rotation: Cycle A and Cycle B. In the curriculum for these year groups knowledge builds within and across each cycle, so that pupils develop the same substantive and disciplinary knowledge by the end of each cycle, as they do in single age year groups. Teachers pre-teach required ideas to younger pupils who are in their first year of the two-year cycle and stretch older pupils who are in their second year to link knowledge to previous learning.

The context for both art and design work is linked to learning in other curriculum areas, where possible. There are some discrete units and artist studies. Pupils are expected to develop both substantive and disciplinary knowledge. Each unit leads towards a finished piece, which pupils apply their disciplinary knowledge to their substantive knowledge to produce.

Knowledge Organisers, which include key contextual factual information and vocabulary, are shared with pupils before start of the unit of work and will be available to pupils during lessons. Details of the art and design topics are also shared with parents at the start of each term, as part of Curriculum Information for each year group.

Impact

The art and design curriculum progresses year on year, giving pupils the skills and knowledge and vocabulary that they need to move forward in their learning, alongside opportunities to apply their knowledge to different situations.

Regular, low stakes assessments in lessons enable teachers to assess each pupil's understanding of the curriculum. These include:

- Pre-learning quiz for each unit, which takes place at least one week before the new learning is delivered and identifies gaps in prior knowledge that is needed to fully access the current learning.
- Post Learning Quiz; a low stakes quiz which is tested to support learners' ability to block learning and increase space in the working memory. This allows the teacher to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time.

SEND children have access to the same curriculum as non SEND pupils and are assessed in the same way, however, their activity may be scaffolded in order to remove the barrier to learning. We believe that it is important to give SEND children the opportunity to show their understanding in art and

MARLBOROUGH ROAD ACADEMY

Art and Design Intent

design in a way that is appropriate for them, in order for them to demonstrate the depth and breadth of their understanding.

Progress is demonstrated by children knowing and remembering more.

When children keep up with the curriculum, they are considered to be making progress towards the identified end points the curriculum builds to. This enables pupils to access the next stage of their education. All pupils keep a record of their ideas in a sketch book, which moves through the school with them as they progress from year to year. Design is recorded in an exercise book. Book looks with pupils give them the opportunity to explain their understanding of their learning. This information is used to identify and fill gaps in their knowledge and skills and to ensure that pupils make progress.

We give each pupil at Marlborough Road Academy the opportunity to not only strive to achieve academic excellence, but also to recognise and develop their individual talents and become the best person that they can be (**Leadership at all levels**). With this in mind, we hope that pupils are inspired and enthused by our art and design curriculum, can make links with and see the relevance of art and design to other subject and their lives, in their context and will take an interest in the subject with them into the next stage of their education and their lives as adults.

The United Learning Curriculum for art and design has been designed to ensure that pupils are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3.