

## **Art Intent:**

At Marlborough Road Academy, we believe that high-quality Art lessons that will inspire children to think innovatively and develop creative procedural understanding, we follow the United Learning EYFS Curriculum in Nursery and Reception and the National Curriculum at Key Stage 1 and Key Stage 2.

'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)

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or by using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

## **Implementation:**

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 cycle of lessons for each subject, which carefully plans for progression and depth.
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.

- Scaffolding within each lesson for children that need support.
- Trips and visiting experts who will enhance the learning experience.
- A means to display and celebrate the pupils' artwork in their class.
- 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.

### **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.

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

- 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.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge.
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.

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