



*Inspire. Challenge. Learn*

At Pool Hayes Primary School, we are committed to Providing our children with a curriculum that inspires and challenges them to learn



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### Curriculum statement for the teaching and learning of Art and Design

INTENT	<p>At Pool Hayes Primary, Art and Design is a subject area that we celebrate and enjoy across the school. Our intent is to ensure that our art curriculum inspires our children to think creatively and to gain an appreciation of art. 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.</p> <p>At Pool Hayes Primary, art is taught as a stand-alone subject through the Plan Bee Art scheme of work. At the heart of Plan Bee the approach is the belief that learning should be enjoyable. The resources are designed to ignite children's curiosity and cultivate their love of learning. Research consistently shows that when children enjoy their learning, they are more motivated, engaged and make better academic progress. Moreover, enjoyable learning experiences can improve children's overall wellbeing, which makes for secure and confident learners. Plan Bee believe that creative and exploratory learning opportunities unlock children's imagination and allow them to express themselves, explore different possibilities and encourage innovation.</p> <p>In Early Years, pupils thrive in a creative environment. Development Matters state the importance of art within one of their specific areas, 'Expressive arts and design'. There is a particular Early Learning Goal (ELG), 'Creating with materials' that details the prominence of art and design. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function, and share their creations, explaining the process they have used.</p> <p>According to the National Curriculum, Key stage 1 pupils should be taught 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. They should learn about 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.</p> <p>Pupils in Key Stage 2 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. They should 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 and learn about great artists, architects and designers in history.</p>			
	Underpinned By	High Expectations	Modelling	Fluency
<p><b>All</b> children are expected to succeed and make progress from their specific starting points.</p>		<p>Teachers teach the design and evaluation skills needed to succeed in art and design, providing examples of good practice and having high expectations.</p>	<p>Children soon become confident at applying their skills into other areas of the curriculum, eg. Through potential stunning starts or fantastic finishes to History/Geography units.</p>	<p>Subject specific vocab is taught explicitly and is expected to be used when talking about the processes that they are going through to meet their design.</p>

Implementation	<p><b>Enjoyable</b> Enjoyable learning experiences underpin the planning. Resources incorporate embodied learning - including movement and multi-sensory activities - to support effective comprehension and recall. All lessons include an additional, engaging 'Fancy Something Different' activity.</p> <p><b>Cohort-relevant</b> The unique Education for Social Responsibility collection addresses issues facing our global community, including climate change, ethical trading and finite resources. There are planned opportunities for children to develop self awareness and social and emotional regulation skills - explored in depth in of the forthcoming PSHE collection.</p>	<p><b>Equitable</b> Adapted resources provide learners with a range of access points and needs. Resources use inclusive strategies to reduce cognitive load (e.g. explicit instruction, dual-coding, scaffolds and templates, and suggested assistive technologies). Rich opportunities for children to develop their vocabulary and oracy.</p> <p><b>Coherent</b> Each scheme includes an Overview, which breaks down the scheme content, and an Assessment Grid. Curriculum Packs include additional Knowledge and Skills Progression documentation. Diagnostic activities, such as questioning, quizzes and mind maps are built in.</p>	<p><b>Creative</b> Schemes include self-led enquiries, problem-solving challenges and activities. Cross-curricular topics offer children contextualised and inter-connected learning opportunities. Creative experiences enable children to learn and apply their understanding through games, art, drama, movement and other practical activities.</p> <p><b>Flexible</b> Each lesson comes with a range of resources which offer support and challenge. All lessons include an additional, engaging 'Fancy Something Different' activity. All of the schemes of work are ready to teach and easy to adapt.</p>
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	<p><b><u>Cross Curricular</u></b>  Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. problem solving skills, computing skills and drawing skills in design technology.</p>		<p><b><u>Showcasing our Achievements</u></b>  We could celebrate designs children have created through whole school/key stage afternoons, parent exhibitions within schools, photographs of the children's work and Inspire Workshops.</p>	
<p><b>Impact</b></p>	<p><b>PUPIL VOICE</b>  Children are motivated and curious Learners. They are secure, confident and happy individuals. Children participate actively in their Learning and strive to excel and achieve their best.</p>	<p><b>EVIDENCE IN KNOWLEDGE</b>  Children have a broad understanding of the knowledge delivered to them through each unit of work. They develop inclusive values and celebrate diversity and foster an inclusive and equitable learning culture.</p>	<p><b>EVIDENCE IN SKILLS</b>  Children are taught how to use and apply skills, and have opportunities to practise these skills when being creative.</p>	<p><b>OUTCOMES</b>  At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p>