



## Working Together, Learning Together, Growing Together

*Friendship, Honesty, Perseverance, Positivity, Respect*

### Art & Design Curriculum

#### Our Curriculum Intent

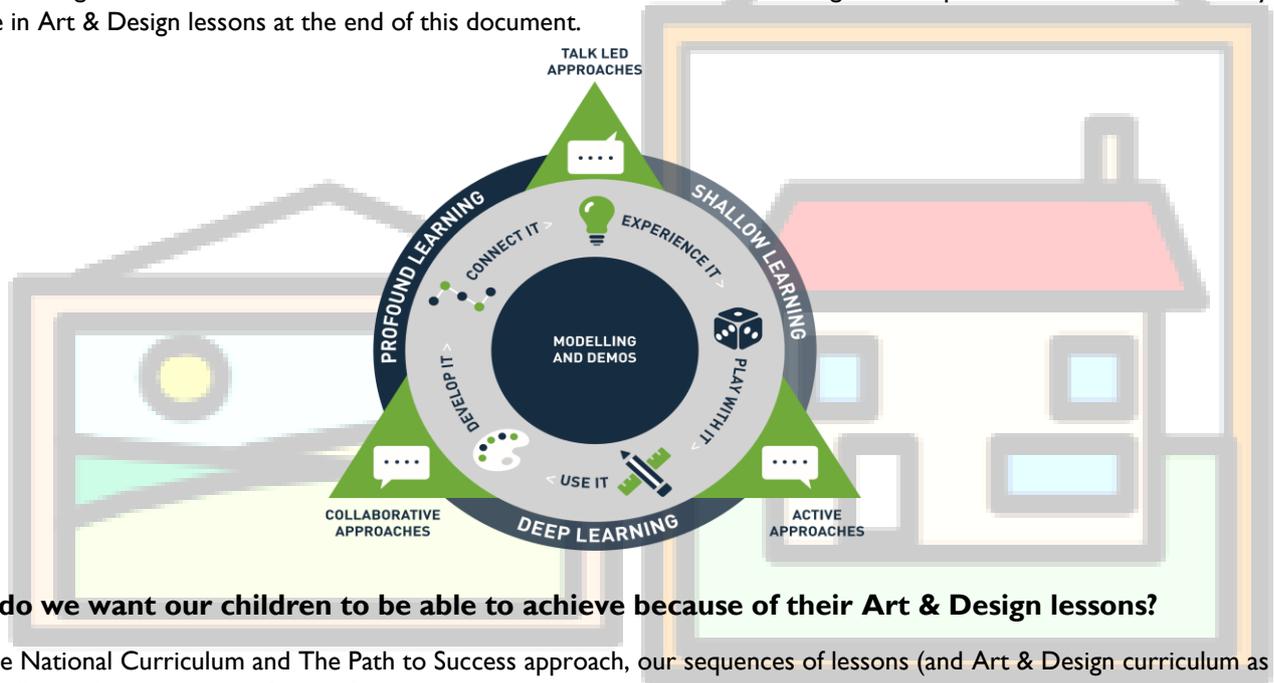
Our Art & Design curriculum is based upon the National Curriculum Programme of Study, as well as the TT Education Progression in Art & Design document. In order to further personalise our Art & Design curriculum, we have considered how our pupils enjoy learning and what they enjoy learning about. Our Art & Design curriculum also incorporates a range of different skills, media and study of different artists to deepen pupil's knowledge, skills and understanding, as well as develop their cultural capital.

#### National Curriculum 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.

#### The Path to Success

The path to success is a way of planning teaching sequences created by TT Education, and we have decided to adopt it as part of our Art & Design curriculum. You can find more information about the different stages of the path to success and what they look like in Art & Design lessons at the end of this document.



#### What do we want our children to be able to achieve because of their Art & Design lessons?

Using the National Curriculum and The Path to Success approach, our sequences of lessons (and Art & Design curriculum as a whole) will give the opportunity for pupils to:

- learn about a range of artists, artistic techniques and artworks to improve their skills and increase their cultural capital;
- ask questions about art history and artistic techniques;
- understand how to work like an artist to create their own, individual artworks;
- develop the knowledge of how to evidence their learning and thinking 'as artists';
- learn about how the skills they have learnt could be used in the wider curriculum and world e.g. potential careers.



## What do good Art & Design lessons at Whitmore look like?

Good Art & Design teaching at Whitmore should include:

- opportunities for speaking and listening;
- clear and explicit links to prior learning so that children are able to make connections with what they have previously been taught;
- high expectations of pupils, including quality and quantity of work and behaviour standards;
- a suitable level of challenge for all children so they can improve their confidence and resilience;
- a mixture of activity types so children can improve their attention and focus;
- chances to become independent learners;
- use of TT Education's 'Path to Success' approach.

## Curriculum Implementation

### What are we doing to ensure we achieve the aims we have set for ourselves?

We have used the TT Education objectives and the National Curriculum to help us create a set of disciplinary skills that children need to achieve to be successful in art. In addition, we have created a progressive set of technical knowledge objectives for each of the media that we use in our curriculum. We have then mapped these objectives to the appropriate units of work. These objectives are divided into strands: Producing, Planning and Evaluating; 3d Art / Sculpture; Drawing; Painting; and Print Making.

All of our skills and technical knowledge can be found in our [Art & Design progression document](#). The term-by-term mapping of these objectives can be found in the [Art & Design overview document](#).

### Prior Learning

Every lesson includes a prior learning activity at the start of the lesson; at the start of each unit, explicit links are made to previous learning so that children are able to make links to their already established schemas. Prior learning allows teachers to check that previously taught knowledge and skills have been retained by the children. It also allows children to 'activate' their knowledge, thus giving them a 'hook' to attach their new learning to.

### Vocabulary

Each unit has a selection of key vocabulary that children are expected to know and use in their speaking and writing. These words are key words that relate to the unit, but have also been chosen to help enhance children's wider knowledge of the world and increase their cultural capital. We have also used the TT Education vocabulary lists to help us create year group sets of vocabulary that children can use for talking about Art & Design. In Art & Design lessons, all the key vocabulary that children need is easily accessible on their knowledge organisers.

### Visuals

Using well-designed visuals in the classroom helps children's retention of knowledge and improves their engagement with their learning. It is for these reasons that we have chosen to use symbols from Widgit to represent every unit-specific piece of vocabulary, every substantive concept, and the vocabulary for talking and ordering. We have identified our children's speech and language as a weakness across the school, so the strong and consistent use of visuals will enable our children to use more advanced vocabulary in their speaking and writing. We also use colour coding as a visual cue for children on our knowledge organisers – the blue colour scheme matches the colour of our children's sketch books.

### Knowledge Organisers

Every Art & Design unit has a single-page knowledge organiser. On these, the Super 6 take pride of place, next to a place where the children are able to RAG-rate how well they have done for that objective. The key vocabulary for the unit are clearly labeled, alongside the Widgit symbol that corresponds to that word or concept. All our current knowledge organisers can be found on our [website](#).



## Curriculum Impact

### Assessment and the 'Super 6'



Each unit has six objectives, and these are a combination of disciplinary skills and technical knowledge. These objectives are shared with the children throughout their learning, and form the basis of our planning and teaching. At the end of each unit, the children will assess themselves against their six objectives, so that they are able to feel an ownership and responsibility for their own learning. Children should know, or be able to easily check, their 'Super 6' for each Art & Design unit using their knowledge organiser.

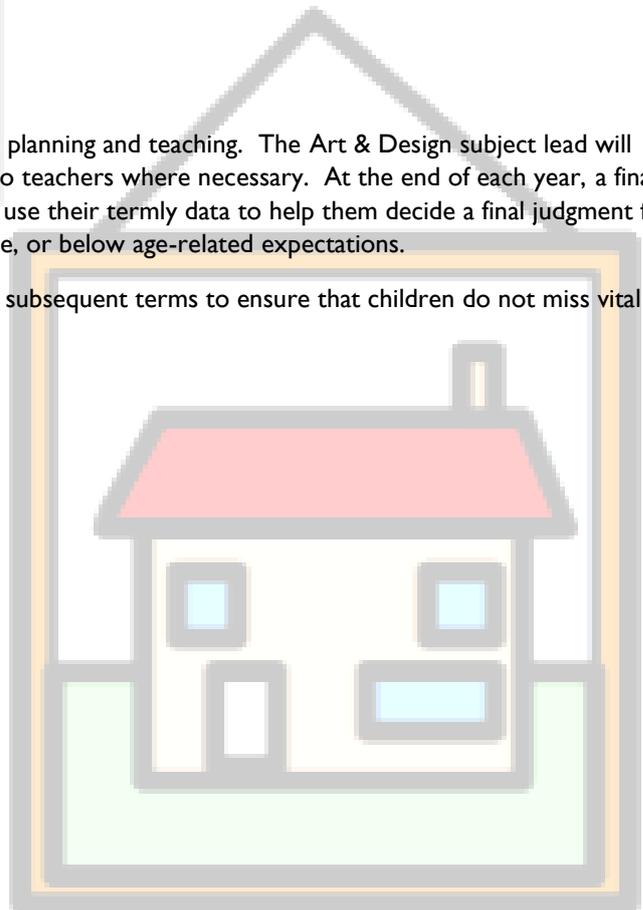
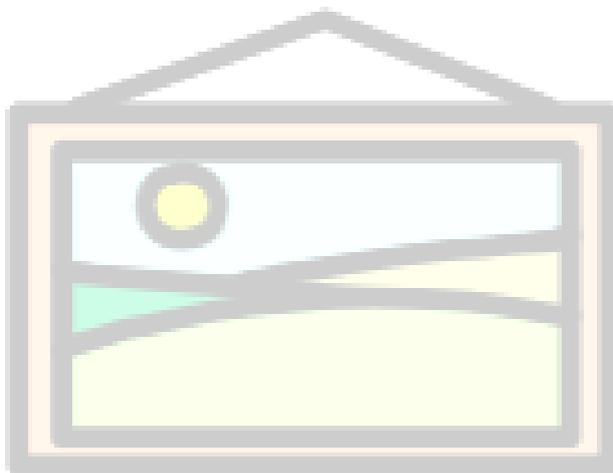
#### How do we know if we are achieving our aims?

Teachers record assessment using the Super 6 assessment grids on Insight (our assessment tracking system). At the end of each term, teachers will RAG-rate the objectives they have taught, and decide if children are currently one of four standards. The standards are:

- 0 Taught, but not yet understood
- 1 Some evidence, but not yet secure
- 2 Objective secured
- 3 Working at greater depth

This rating of objectives will be used to inform and enhance future planning and teaching. The Art & Design subject lead will also look at the termly assessments, and offer appropriate advice to teachers where necessary. At the end of each year, a final assessment for the academic year is added onto Insight. Teachers use their termly data to help them decide a final judgment for each child's attainment – children are assessed as working at, above, or below age-related expectations.

Where termly aims have not been achieved, teaching is adapted in subsequent terms to ensure that children do not miss vital knowledge and skills.





## Appendix I

### The Path to Success

#### Stage 1: Experience it

Pupils need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a pupil to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

**“Hook, Experience, Context and Purpose”** We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your pupils? What experiences did pupils bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the pupils have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

#### Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the pupils but they also support pupils in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

#### Stage 3: Use It

Once pupils have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for pupils.

**“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”** Chinese proverb

#### Stage 4: Develop it

Pupils continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the pupils as learners, actively engaging in the learning process. High quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which pupils move from learners to teachers. If a pupil can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our pupils into becoming teachers. If a pupil can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another pupil, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

#### Step 5: Connect It

This refers to pupils making connections across the curriculum. With a deeper understanding, pupils will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the pupil from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.



## What does the Path to Success look like in Art & Design?

This diagram shows some ways in which the Path to Success can be incorporated into a teaching sequence in Art & Design. This is not a comprehensive list of the ideas that we use, but some possible examples of activities that may fit into our sequences of teaching.

### Connect it...

- Pupils use art and design skills to explore knowledge in other subjects, e.g. information posters, diagrams
- Discuss the role of art in other areas e.g. perspective (geometry), Picasso in WW2 (History), public art (geography), Michelangelo's religious figures (David, Adam & God)
- Finding the artistic/cultural context for history, geography, RE
- Art for therapy and wellbeing

### Experience it...

- Ensure children experience a rich context for art around the school, e.g. posters, wall hangings, assemblies, film etc
- Trips to galleries, visits from artists with workshops
- Experiencing public art in parks, shopping centres etc
- Prominent displays of children's (and staff's) work
- Ensuring that children see a range of art (i.e. not just from different eras in western art history but also from other countries and cultures)
- Explore art in the news, e.g. Banksy work self-destructing in auction

### Develop it...

- Collaborate!
- Pupils discussing how art skills and understanding can inform problem solving and creativity
- Discuss global issues and people's artistic response(s) to them
- Use collaborative activities to enhance vocabulary application and use of art-based language
- Challenge: set tasks that require pupils to 'teach' about a particular aspect of art and how they apply across subjects

### Play with it...

- Chance to experiment with art as well as learning 'formal' art techniques
- Celebrating children's creativity
- Word association games and follow-on 'play' with vocabulary
- Apply 'how could I respond artistically to this situation?' (critical thinking; different perspectives)
- Art 'flash' - one day a week, share something interesting artistically

### Use it...

- Art of all styles as stimulus for work in other areas (assemblies, discussions)
- Regularity of opportunity - a minimum requirement for lesson time
- Range of practice: draw, craft, print, shape, sculpt etc
- Evidence learning: pictures, posters, models, but also analysis in writing, posters, videos etc

