



Creativity



Challenge



Community

St Mary's Subject Intent Document

Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, **sequential** curriculum, underpinned by **progressive knowledge and understanding**, equipping our children for their future lives. It is **aspirational**, providing **problem solving**, challenge and **creativity** whilst developing character including **responsibility, reliability and perseverance**. The curriculum ensures the children are able to celebrate uniqueness and diversity and apply their learning to positively impact the local, national and global community.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

End points of our curriculum:

Principles of design					
Aspiration	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
Core Knowledge	Subject based				
Procedural / Powerful Knowledge (skills)	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
Developing Cultural capital	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
Developing Character	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
Creativity					
Identifying and addressing Context specific need Community	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
Learning is Sequential	Key themes enhanced by Rosenshine's Principles of Instruction				



Art and Design Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

We have developed a carefully designed, sequential and demanding curriculum, following the Suffolk Art and Design Scheme and building on the National Curriculum for Art and Design. We aim to foster an enjoyment and appreciation of the visual arts, for all. We want all our pupils to become proficient in various Art and Design techniques and processes. We want to challenge, inspire and engage our pupils. The Suffolk Art Scheme ensures that each child receives a broad and balanced curriculum in Art and Design which is underpinned by progressive knowledge, skills and understanding. It ensures, for example, that painting in Year 2 is different to painting in Year 6 and challenges are consecutive and demanding. Children are offered the opportunity to observe and record from first hand experiences and from imagination. They are encouraged to be organised and use their initiative, to persevere and to take responsibility for the quality of their work. We want our pupils to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. As pupils progress through school, they should begin to think critically, allowing for a cross-curricular approach which deepens understanding. High standards are expected as opportunities to exhibit work in the local community demand the very best of our children.

2. Our key concepts and core domains of knowledge

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Our curriculum is based upon the 2014 National Curriculum in England document, which provides a broad framework and outlines the knowledge and skills taught in each key stage. Building on this framework, teacher's plan their lessons using the Suffolk Art Scheme to ensure progression from Reception to Year 6. There is a statutory obligation to provide each child with an art and design curriculum entitlement. At St Mary's we try to offer the pupils an hour a week, though this can be blocked, thus sustaining an activity over a 2 hour session or even a whole day. For any given term, Art and Design often alternates with Design and Technology, with a half term focus for each subject. Years 1 and 2, Years 3 and 4 and Years 5 and 6, will work together as teams to ensure that the curriculum is taught and that progression through skills is maintained.

At Key Stage EYFS, learners will experience a broad a rich curriculum comprising:

- Opportunities to develop their fine motor skills
- Build skills such as how to cut safely with scissors, hold a pencil and use paint.
- Safely use and explore a variety of materials, tools and techniques,
- Experiment with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

At Key Stage 1, learners will study Art and Design in the curriculum. Over the life of their learning, learners will study Printing, Painting, Collage, Textiles, 3D Modelling and Drawing. Sketchbooks will be introduced in Year 1 to promote the development of ideas and creativity. This is a place where ideas can be explored without the need for a final finished piece.

At Key Stage 2, learners will continue with the same broad themes but the demands will be greater and skills will be built upon sequentially. The use of a sketchbook will be continued.

3. The end points of our curriculum

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning;
- Interviewing the pupils about their learning (pupil voice);
- Annual reporting of standards across the curriculum;
- Each child completes a self-portrait at the end of each year, to be held in their Assessment Folder. This is a discrete record of the progression that the children are making. The self-portrait can be made within any medium and using any materials.
- The use of sketchbooks from Year 1 to Year 6.
- Staff meetings to moderate the subject and update ideas.
- Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the Reception year.

By the end of each year our learners will have explored:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use scissors safely and effectively Use paint effectively Hold a pencil correctly Use a needle in textiles projects	Drawing Mark making using a range of different tools and media. Using tools and media to create 'texture.'	Drawing Exploring the different marks that can be made using pencils. Shading using 'tone' (light and dark). Exploring pattern using the elements of line, colour and shape. Using a view finder Landscapes and contouring Work of John Brunsdon Analytical observational drawing	Drawing Hundertwasser Layering techniques Use of rubbers to draw in the negative Working vigorously in line mark and tone Frank Auerbach Detailed analytical observational drawing Use ICT to produce portrait Explore portraits			
Simple running stitch in sewing Simple weaving – up and over Mix Secondary colours using Primary colours Use black and white paint to explore tone	Painting Explore thick and thin paint Mixing paint Brush strokes Jasper Johns Applying paint within shape boundaries Wassily Kandinsky Anthony Frost	Painting Explore colour tints by adding white Vincent van Gogh Images of the sky Sean Scully Tonking and sgraffito Changing the surface Georgia O'Keefe J.M.W Turner Wash techniques using wet on wet	Painting Multi layered piece with a variety of media Chris Ofili Contrasting and adjacent colours Fauvist use of colour Mixing colours and patterns Patrick Heron Colour, shape and space Patrick Caulfield Cubists			
Printing with a variety of objects Mono Printing Tearing and cutting Observational work Exploring clay	Print Making Printing with a variety of objects Direct and over printing Layered printing Clay slab relief for printing Using collograph blocks Positive and negative stencils Direct prints using natural materials	Print Making Using a roller Monoprints Animal prints Plasticene stamps African Prints Press Print Relief Blocks	Print Making Reduction Block Print Press Combining print making processes Print makers: Micheal Rothenstein Dale Devereux-Barker John Brunsdon Belinda King Press prints, Second Printing Third Printing Batik Chinwe Chukwuogo-Roy			

	Collage Andy Goldsworthy overlapping found materials Richard Long – Circles Patrick Heron Matisse – The Snail Cutting and tearing Bridget Riley	Collage Paul Klee – Highway and Byways Complementary colours Victor Vasarely – cutting and sticking skills Positive and negative images Matisse – The Dance Translucent nature of tissue paper Francis Bacon – distorted portraits Andy Warhol – popular images	Collage Exploring collage techniques Using inks and stains Dale Devereux-Barker and use of symbols Gustav Klimt Pablo Picasso and Cubist movement
	Textiles Weaving materials and processes Embellishing fabric Hangings Fabric resist squares Wrapping and knotting Pegging Dip dyeing Relief blocks	Textiles Exploring pattern Dip-dye Collograph blocks Mono printing on fabric Michael Brennand-Wood	Textiles Construction / Deconstruction Fabric relief panels Batik Jean Davywinter Response to Norman Foster Response to Hundertwasser Antonio Gaudi Punchinella weaving Weaving with natural materials
	3D Using found materials to make lines Andy Goldsworthy and Richard Long Using clay Impressions in clay Signs and symbols in Aboriginal Art Didgeridoos	3D Using gummed tape to make a 3D form Clay slab dish Decorated clay tile Clay coiled pot Fabric forming	3D 3D Modroc figure Tissue Bowl Slab forms Clay reclining figure Clay pendants Masks from gummed tape

Children with identified special educational needs often reveal their true talents and strengths in Art and Design. Children with specific learning difficulties, such as dyslexia are renowned for their intuition and creativity and this is a subject where they can lead the way with their peers and receive the acclamation they deserve. Children with physical difficulties benefit from the chance to develop fine motor skills as tools and materials are used. Our children with communication difficulties make huge advances in the opportunities to work collaboratively in creative, fun and rewarding tasks with their peers, away from the pressure of the more academic subjects. Staff are encouraged to celebrate these successes through display and sharing platforms. The skills and confidence that they acquire, through our thorough curriculum, can be transferred to other areas of learning and carry them forward into the next stage of their education and indeed their adult life.