



Manor Primary School Curriculum Statement

Subject: Art and Design



Vision Statement for Art and Design: At Manor Primary School, we believe that Art and Design is an important subject where pupils are given time to explore their creativity so they can build upon their confidence and self-esteem and learn that their artistic development and skills can lead them to new possibilities. We want our pupils to be able to use their artwork as a form of visual communication and personal expression, using a variety of media and techniques.

Intent:

At Manor Primary School, we:

- Use the Kapow scheme for the teaching of Art and Design from Year 1 to Year 6 because it is designed to help support pupils meet the National Curriculum end of key stage attainment targets
- Early Years are taught Art following the Early Years curriculum
- Use the long-term condensed curriculum plan from Kapow to reflect the nature of our timetable
- Provide high quality resources for each unit of work
- Ensure that everyone upholds the vision
- Ensure that adequate time is given to the teaching of art and design
- Know the end goal for each year group
- Provide advice and demonstration of good practice
- Keep abreast of new initiatives, national changes and research
- Focus on the attainment and progress of the lowest 20%
- Get children ready for their next steps to secondary school

Implementation:

Foundation Stage

- In Foundation Stage children will have the opportunity to explore mark making in a variety of formats through child initiated and adult led activities.
- Art and Design is linked to termly topics and interests of the children.
- They will spend time learning to draw lines and understand that they can be used to enclose a shape to represent objects.
- Children will explore colours and how they can be changed when mixed.
- A range of media will be available to the children to use, combine and manipulate to create a desired effect. Children will be encouraged to explore and describe different textures and use them with a purpose in mind.
- The children will have opportunities to explore artists such as Kandinsky, Giuseppe Arcimboldo and Picasso.

KS1 and KS2

- In KS1 art is taught in alternating terms for at least 35 minutes per week.
- In KS2 art is taught in alternating terms for at least 60 minutes per week.
- Pupils will use a range of media across their journey at Manor Primary School, which includes but is not restricted to: clay, paint, charcoal, oil pastels, pencils, printing ink and undiluted ink.
- Pupils in KS2, build on learning from Foundation Stage and KS1 to master techniques.
- Pupils learning will be supported with knowledge about great artists, architects and designers throughout history where relevant.
- Key knowledge that children need to learn for each unit is identified and retested throughout to ensure knowledge 'sticks'.

Pupils in the bottom 20%, across the school, are supported in the following ways:

- Differentiated work, resources and media
- Adult support
- Scaffolding of skills in a smaller group to promote independent work

A typical art lesson is structured in the following way:

- Key vocabulary is introduced at the start of each lesson. This is the vocabulary that pupils need to be able to use in context to discuss their work.
- Key information about a particular artist, including their name, dates they were born and died, what type of artist they are and what element of that artist's technique they will be using is also taught, when this is relevant.
- Teachers model the technique required for the lesson by either guiding children through a step at a time or by modelling what a good one looks like. Teacher modelling is also supported by pupil demonstration videos on the Kapow website.
- Pupils then have opportunities to practise the skills modelled.
- Pupils then apply those skills to create a finished piece of art.

Children begin to use sketchbooks from Year 1, all the way through to Year 6.

Art and design lessons are sequenced in the following way:

KS1

- Drawing in the Autumn term – this focuses on the discrete skills of the formal elements of art which are: line, shape, tone, texture, pattern and colour.

- Painting and Mixed Media in the Spring term – this focuses on the discrete skills of the elements of art and design which are: design, craft, paint and draw.
- An additional unit in the Summer term where pupils can apply the discrete skills taught in the Autumn and Spring terms through sculpture and 3D and craft and design.

Lower KS2

- Drawing in the Autumn term – this focuses on the discrete skills of the formal elements of art which are: line, shape, tone, texture, pattern and colour.
- Painting and Mixed Media in the Spring term – this focuses on the discrete skills of the elements of art and design which are: design, craft, paint and draw.
- An additional unit in the Summer term where pupils can apply the discrete skills taught in the Autumn and Spring terms through sculpture and 3D and craft and design.

Upper KS2 – Cycle 1

- Drawing in the Autumn term - this focuses on the discrete skills of the formal elements of art which are: line, shape, tone, texture, pattern and colour.
- Painting and Mixed Media in the Spring term – this focuses on the discrete skills of the elements of art and design which are: design, craft, paint and draw.
- An additional unit in the Summer term where pupils can apply the discrete skills taught in the Autumn and Spring terms through sculpture and 3D and craft and design.

Upper KS2 – Cycle 2

- Drawing in the Autumn term - this focuses on the discrete skills of the formal elements of art which are: line, shape, tone, texture, pattern and colour.
- Painting and Mixed Media in the Spring term (cycle 1 only) – this focuses on the discrete skills of the elements of art and design which are: design, craft, paint and draw.
- An additional unit in the Summer term where pupils can apply the discrete skills taught in the Autumn and Spring terms through sculpture and 3D and craft and design.

Due to their discrete teaching of the different elements of art, many of the lessons within the ‘Drawing’ and ‘Painting and Mixed Media’ units can be taught in any sequence, unless otherwise numbered as they are sequential.

Units are sequenced so that the curriculum is; cyclical – pupils return to the same skills again and again throughout their journey, increasing in depth – each time a skill is revisited it increases in complexity, and prior knowledge – when returning to a skill previously learnt, pupil's prior knowledge is built upon, rather than starting all over again.

Where appropriate, Kapow units or lessons are related to the learning in other subjects for example in the Spring Term of Cycle 2 for Year 3/4, Egyptian Art is studied alongside the History topic of Ancient Egyptians.

Assessment

- At the end of each unit, pupils will take a quiz which consists of 9 multiple choice questions and 1 question which requires a written answer.
- Formatively assess through book work and art work produced against the success criteria.

Enrichment/Cultural Capital

- Take part in whole school art projects where relevant such as the Queen's Jubilee
- The Secret Artist competition where adults in school influence and inspire pupils to enjoy discussing art and to know that art can take many forms
- Extra-curricular art and craft clubs

Impact:

- Book work for each lesson considering whether pupils are working at an age appropriate level and using the school marking policy to assess each piece of work
- O Track data to be put in at the end of terms 2, 4 and 6
- Book monitoring/work scrutiny of each year group to ensure that children are being assessed appropriately, work is differentiated where needed and that the correct sequence of lessons are being taught

Next steps:

- Learning walks
- Observations
- Consider gifted and talented children