

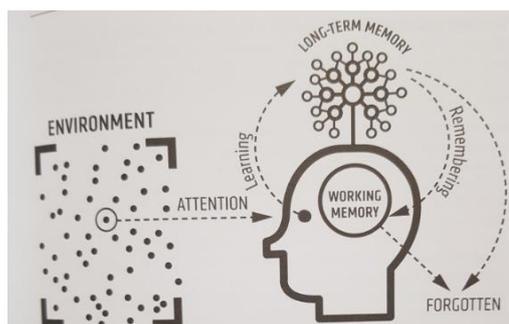
Art Curriculum Delivery Document

Intent	<p>The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art.</p> <p>Our Art curriculum develops learning and results in the acquisition of knowledge and skills and incorporates the understanding of Enterprise and gives pupils a clear purpose for their artwork.</p> <p>School has identified key intentions that drive our Art curriculum. We take the National curriculum statements and provide an enhanced version of this. We map these into a coherent and sequential progression model that outlines the knowledge, skills and vocabulary needed at each stage that will build to clearly defined end points.</p> <p>Teachers take the progression grid and map this into a long-term plan for their year group, drawing links to other subjects where these are meaningful. Teachers then plan at a more detailed level the sequencing of content to be taught across each unit.</p> <p>Education Endowment Fund research indicates that the impact of arts participation has resulted in some improved outcomes being identified in English, mathematics and science.</p>
Implementation	<p>We ensure that teachers have excellent Art subject knowledge, and leadership supports that acquisition of this for NQTs and non-specialist teachers.</p> <p>Subject matter is presented clearly, teachers carefully check learning and identify misconceptions, providing direct feedback. Teaching is designed to ensure children know more and remember more. Art is carefully resourced to ensure we have all the specialism and resources required.</p> <p>Our clear and comprehensive scheme of work is in line with the National Curriculum. Teaching and learning should show progression across all key stages within the strands of Art. Pieces of artwork are to be displayed and shared at end-of-term gallery events. Children will become more aware of enterprise and have a real purpose for the artwork they create.</p> <p>Through knowledge organisers, children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art and across the wider curriculum.</p> <p>Where possible, Educational Visits focussed around art, are planned to develop the children's learning experiences.</p> <p>With key links to British Values and PSHE, children will learn and revisit the importance of our world and how it should be treated.</p>
Impact	<p>Learners develop detailed knowledge and skills and will achieve age related expectations in Art at the end of their cohort year.</p> <p>Children will retain knowledge about their focus artists for each unit of work and understand what being in 'artist' means.</p> <p>We check this through regular pupil voice and collecting evidence of outcomes which we measure against our age-based progression grids. Pupils are well prepared at each stage to be ready for the next stage of learning.</p>

For detailed breakdown of this, please refer to the Intent, implementation and impact document.

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our Art lessons?
Daily review	Academic or subject vocabulary that has been taught will be modelled throughout daily teaching and contact time, in both Art and wider curriculum lessons. Short Art quizzes and practice activities are integral part of lessons.
Present new materials using small steps	Teachers introduce new learning in small steps. They break all material down into achievable, repeatable steps to build children's confidence, competence and retention. New Art materials are presented in a motivational way and encourage children to use their senses to explore and become familiar.
Ask questions	Subject specific questions help children practice new information and connect new material to their prior learning. The teacher would question children around the specific knowledge and vocabulary they have been using in this and other modules. Checking that children are learning what is being taught correctly.
Provide models	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Teachers use Art Express as a driver for their Art planning. Where teachers are not confident to provide expert models, this is looked at in the regular art subject skills audit organised by the Art subject leader.
Guide student practice	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit specific knowledge over and over again, allowing children lots of chance to practice. This is always guided and supported by expert teaching. Where misconceptions are exposed, teachers give more models and re teach.
Check for student understanding	Checking understanding at each point can help students learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout.
Obtain a high success rate	In Art, we would expect to see that a skill is successfully taught before moving on. For example, if teaching composition, we would expect to see lots of examples of modelled and guided composition and performance before moving to independent composition.
Provide scaffolds for difficult tasks	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. So, for example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks.
Independent practice	Children should have the opportunity to practice regularly and independently to transfer the knowledge into their long-term memory. In Art, we know that physically manipulating materials helps children explore processes, and these in turn can be applied to concepts. Many of the resources in the in Art centre around an exploration of materials and process.
Weekly and Monthly Review	Children need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in Art lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month. Art skills and knowledge are also reinforced and promoted across the curriculum to ensure that children thoroughly understand and have the required skill set. For example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.