

Art and Design Curriculum at Pyrford Primary School

Intent, Implementation and Impact



Intent	Implementation	Impact
<p>The Art Curriculum taught at Pyrford Church of England Primary School is inclusive, it gives opportunities to celebrate talents, share skills, build resilience and learn collaboratively, creatively and responsibly.</p> <p>The cross curricular nature of the Art Curriculum allows pupils and staff opportunity to reflect and develop an awareness and respect for diversity and an understanding of the social, moral and ethical implications that impact our world.</p> <p>We see the curriculum as a progression model which has suitable depth and breadth, building on prior experiences and learning to help make sense of new knowledge and skills.</p> <p>Our aim is to develop a love and an appreciation of the wider world and its culture, music, design, artists, designers, craftspeople, film makers, writers and architects and we celebrate this.</p>	<p>At Pyrford Primary, we aim to develop the following concepts through the progressive teaching of Art and Design knowledge, skills and understanding. These essential concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage Two.</p> <p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:</p> <ul style="list-style-type: none"> • Developing a clear progression of knowledge and skills linked to the essential learning objectives • Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills • The study of each artist/style/movement in sufficient depth to obtain genuine insights as to how they have influenced and contributed to art and design through history and today. • The use of sketchbooks to record, explore, practice, refine and master artistic skills and techniques. • The effective use of a range of resources to learn about, and to learn from different artists and skills • The effective use of a range of high-quality media to enable outstanding; drawing, painting, printing, collage, sculpture, digital media and textiles. • The consistent use of a range of teaching and learning approaches to engage pupils in art and design. This will include questioning, observing and recording, sketching, exploring ideas, class and group discussion, teaching specific knowledge, skills and techniques, progressing and rejecting ideas, learning from, as well as responding to the work of other artists and artisans and retrieval practise activities. • The opportunity to really notice the world; the chance to engage the imagination; to promote subjectivity; to inspect our own ideas as art is created; and to discover our emotional selves. • The use of enrichment opportunities such as gallery trips, visits to art in the community (for example local murals or sculptures), interactive visits and opportunities to work with visiting artists and artisans. • Developing pupils' ability to think critically, reflect, debate, discuss and evaluate artworks and their feelings/ reactions to them, by formulating questions and lines of enquiry in order to understand that artwork may be seen in different ways. • Enabling pupils to develop an overview of art and design, by exploring and drawing links between significant artists from the past, as well as contemporary artists working today. Exposing pupils to a breadth of artistic styles and techniques, from across different periods of time, to develop an understanding of how historical context and individual lived experiences, have influenced artists and their work. 	<p>As teachers, we know that every interaction with a child gives us information about how well they are doing and how else we can support their development moving forward.</p> <p>Through skilful formative assessment of children, we are able to watch them at work, question their understanding and plan for next steps.</p> <p>By providing timely and effective feedback to our pupils, they are able to be actively involved in their own learning and development.</p> <p>To assess pupils' knowledge and skills, teachers will use progression documents to assess pupils upon entry to and exit from a unit of learning.</p> <p>The impact of the curriculum is further measured through the monitoring of teaching and learning in the form of book looks, lesson visits, learning walks and pupil voice.</p>