


THE VAYNOR CURRICULUM

ART & DESIGN ONE PAGE OVERVIEW


“Inspired to be the best that I can be!”




INTENT:



Love for Learning:
Children will develop a love and passion for Art and creativity. They will be able to express themselves through styles taught. They will have the tools and knowledge to allow them to be creative and explore their own ideas.



Enquiring Minds:
Children will ask questions in order to understand generating, making and evaluating a piece of artwork. As children progress, they should know how art and design both reflect and shape our history.




World Wise:
Children will enjoy exploring art from around the world and different cultures and times. They will learn about the work of artists from a diverse range. As children progress, they will know how art and design contribute to the culture, creativity and wealth of our nation.

To ensure progression throughout each year group, Art has been mapped into themes. By doing this, our children build on previous art and design knowledge and skills taught and each year they see how these relate to each theme.

CORE CONCEPTS IN ART & DESIGN

Design and develop	Making	Evaluation	Knowledge and understanding
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

Our Art & Design curriculum ensures knowledge and skills are progressive and sequenced to provide a framework which engages children in the culture we live in and understand the cultures of others through art. It equips children with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

How Art & Design is mapped across the school:

OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	Andy Goldsworthy *Sketching and sculpture	Andy Warhol * Sketching and painting techniques	Amiria Gale *3D Sculpture	Romans *Mosaics	Henri Simonsen *Sketching and painting
Spring	Wassily Kandinsky *Painting and crafts	Henri Matisse *Printing & collage	Victorian Silhouettes *Digital media and sketching	David Hockney *Sketching and painting	Henri Rousseau *Printing
Summer	Vincent Van Gogh *Printing and collage	Monarchy *3D Sculpture	Eric Carle *Printing and textiles	The Stone Age *Printing and sculpture	Vikings *Sculpture and textiles

Approach to Learning:

The curriculum is mapped using the core concepts. Lesson content is planned towards these as progression points and follows a model of direct instruction, shared and modelled practice before culminating in independent practice and opportunities for application of skills. Children are also provided with practical and ‘hands on’ experiences to gain knowledge and skills. Discrete Art Lesson Structure: Do Now: review a skill or concept from the formal elements of art giving opportunity to revisit knowledge and key skills regularly. I Do/We Do: Discrete teaching of the learning objective skill or knowledge. Teacher led modelling and guided practise mainly done in sketch books. You Do: independent practise of the skill taught in context linked to theme or artist study. Self or peer assessment opportunity against lesson objective. Opportunity to use the language of art to describe and evaluate work.



Approaches to Recording:

Sketch books, WALTs and steps to success, Photographs and digital recordings.

Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Sketchbook book looks
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

Art Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils art and design skills and knowledge. Lesson starters provide opportunities for consolidation of skills and teacher assessment. Draft work and practice lessons allow for pupils to adapt and/or build on particular skills ready to create the final artwork.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

