

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

## Curriculum statement for Art

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| <p><b>Intent Purpose</b></p>                          | <p>Art, craft and design embody some of the highest forms of human creativity. The intent of a high-quality art and design education is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>   |
| <p><b>Intent Aims</b></p>                             | <p><b>Intent:</b><br/>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• will have knowledge of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>   |
| <p><b>Implementation What planning looks like</b></p> | <p>Art and Design is planned by the Creative Curriculum Leader, Art Leader and individual year groups. The content and way in which it is delivered differs to some degree.</p> <ul style="list-style-type: none"> <li>♣ In Early Years Foundation Stage (EYFS), discreet subjects are not taught, thus Art comes under the Expressive Arts and Design area of learning with focus on planning for Art is not explicit, but is made accessible to the children through the variety of themes they are taught.</li> <li>♣ In KS1 and lower KS2, Art and Design is taught through theme learning. The Creative Curriculum leader and Art leader together oversee the curriculum overviews which individual year groups use to inform weekly planning of the subject.</li> <li>♣ In upper KS2, Art is taught more discreetly, with individual Art and Design lessons. Planning again involves the Creative Curriculum leader and Art leader overseeing the curriculum overviews for the year group, which are then passed onto Year 5 and 6 to inform the weekly planning of the subject. Due to the fact that Art is taught as a discreet subject, children only study Art at certain times in the school year. Opportunities to embed key skills are planned where appropriate.</li> </ul> <p><b>SEND</b><br/>At Heatherlands Primary School we teach art to all children whatever their ability. Art forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take</p> |

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|  | <p>into account the targets set for individual children in their Individual Education Plans (IEP's).<br/>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges.</li> <li>• Responding to the diverse learning needs of pupils.</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul> <p>Staff at Heatherlands use a 'ways in for SEND' document written for all curriculum areas. This offers suggestions and activities to support the needs of all children in accessing the broad and balanced curriculum.</p>   |
| <p><b>Implementation</b><br/><b>What teaching looks like</b></p> | <p>At Heatherlands the teaching of Art is delivered through our Creative Curriculum. Each theme covers at least 3 Curriculum subjects, one of which being the dominant focus. The core and other foundation subjects are also incorporated where appropriate. ICT is used in each theme to support research and resources to enhance themes.</p>   |
| <p><b>Impact</b><br/><b>What learning looks like</b></p>         | <p><b>All children should have experience of:-</b></p> <ul style="list-style-type: none"> <li>• Drawing, painting, printing and collage.</li> <li>• Three dimensional work using a range of tools and techniques.</li> <li>• Textile work.</li> <li>• Work individually, in pairs and in groups.</li> <li>• Creating their own work developing their own individual style.</li> <li>• Observing the work of others including visiting Artists. (see ICT policy – E-safety)</li> </ul>  |
| <p><b>Impact</b><br/><b>What assessment looks like</b></p>       | <p>In Key stage 1 and 2, the impact of art is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.</p> <p>Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. As discreet subjects are not taught Art comes under the 'Expressing arts and design' area of learning with focus on exploring and using media and materials and being imaginative. Children are assessed against the early years foundation stage profile.</p> <p><b>Review</b></p> |

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|  | The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, art leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented. |
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