



# Ringway Primary School

## Curriculum Statement

### Art & Design



*“Art is not what you see, but what you make others see.”  
Edgar Degas*

| <b>Intent</b>   | <b>Implementation</b>  | <b>Impact</b>   |
|---|--|---|
| What will take place before teaching in the classroom?  | What will this look like in the classroom?   | How will this be measured?  |
| <p><b>The school's leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Derive an art curriculum which is sequenced to develop the acquisition of knowledge and skills.</li> <li>• Ensure the curriculum leader has appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is of high quality.</li> </ul> | <p><b>Our teaching sequence will:</b></p> <ul style="list-style-type: none"> <li>• Be based upon the National Curriculum for reception to year six, incorporating reviews of prior learning and next steps in skills and understanding.</li> <li>• Provide information and artistic concepts.</li> <li>• Incorporate the introduction, reinforcement and use of specific key vocabulary.</li> <li>• Provide opportunities for the children to develop their skills in a variety of contexts.</li> <li>• Learn about the lives of famous artists, past and present, and how their experiences and desires have shaped their ideas/methods.</li> <li>• Learning about architects and architecture, their purposes, designs and schools.</li> </ul> | <p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the methods and skills of artists at an age-appropriate level.</li> <li>• A secure understanding of the key techniques and methods of different media.</li> <li>• A progression of understanding, with appropriate vocabulary that supports and extends understanding.</li> <li>• Confidence in discussing art, their own work and identifying their own strengths and areas for development.</li> </ul> |

**The curriculum leader will:**

**Our classrooms will:**

**Displays around school and books will show:**

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support both teaching and staff in their delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as artists.</li> <li>• Ensure an appropriate progression of art and design skills and knowledge is in place over time so that pupils are supported to be the best artists they can be, and challenge teachers to support struggling artists and extend more competent ones.</li> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Include displays which include high-quality artwork and information.</li> <li>• Be organised so that children can work as individuals in small groups or whole class as appropriate to support pupils in development of their skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils have had opportunities to practise and refine their skills.</li> <li>• A varied and engaging curriculum which develops a range of artistic understanding and skills.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• That pupils, over time, develop a range of skills and techniques across all the areas of the art and design curriculum.</li> </ul> |
| <p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Design a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to learning.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that pupils have the correct tools and materials.</li> </ul>   | <p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged as they are challenged by the curriculum with which they are provided.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a artist because they know how to be successful.</li> <li>• Safe and happy in art and design lessons which give them opportunities and encouragement to take their next steps in learning.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence through feedback that is positive and focuses mathematical skills and knowledge.</li> <li>• Develop artistic skills and confidence over time due to careful planning, focused delivery and dedicated time to hone new and existing skills.</li> </ul> | <p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Collate appropriate evidence over time that evidences pupils' growing knowledge.</li> <li>• Monitor the standards in the subject to ensure that outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide-reaching and positive.</li> </ul>   |