

# Art & Design SUBJECT RATIONALE (Nov'21)

<p><b>CONTENT &amp; SEQUENCING</b></p> <p>Our curriculum content is driven by the National Curriculum for Art , 'Subject Content' statements. These may be summarised as relating to five key areas for children: (i) a celebration of human creativity, (ii) provide opportunities to experiment, investigate and create, (iii) think about how art both reflects and shapes human history, (iv) recognise that art involves real people working in society– artists, designers, makers and (v) provide opportunities to produce creative work of their own.</p> <p>Our curriculum sequencing is developed from our skills progression document (developed with reference NSEAD). The curriculum is designed to give children opportunities to develop their artistic skills and understanding incrementally through teaching, rehearsal and revisiting. To support this, links are drawn from prior learning eg early painting and mark-making in Reception is developed further in colour-mixing work in 'Superheroes' or 'Our Homes' at Key Stage 1, before being extended with water colour work in 'Norwich Through the Ages' in Lower Key Stage 2, and 'The Natural World' animalium inspired paintings in Upper Key Stage 2.</p>	<p><b>LINKS WITH OTHER SUBJECTS</b></p> <p>Art naturally lends itself to links with other subjects. We use cross-curricular topics to enable us to use Art to further reinforce knowledge in other subjects within the topic. Good examples of this would be cave paintings (use of charcoal, line and shading) reinforcing historical understanding within the 'Stone Age Bone Age' topic (Lower Key Stage 2) or Roman/Maya mosaics (working with colour, pattern, different materials) reinforcing historical understanding of the innovation and ingenuity of Roman culture in 'Magnificent Romans' topic (Upper Key Stage 2). We also use examples from significant artists to inspire the children eg Van Gogh's Sunflowers are looked at during the eco-themed topic 'How does your Garden Grow? (Key Stage 1) or Constable's bucolic water colours in 'Norwich Through The Ages' (Lower Key Stage 2)</p> <p>Our assembly themes also include the study of significant artistic contributions eg 'Cultural Capital 2: Great Artists, Authors and Composers' and include assemblies on Da Vinci, Rembrandt and Monet.</p>	<p><b>RETRIEVAL PRACTICE</b></p> <p>Each child is given a 'Knowledge Organiser' at the beginning of each topic. This contains key facts and vocabulary linked to the topic work, although Art is not normally a high profile on this. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the 'Knowledge Organiser' does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school, and there is a HT online Google Forms quiz each half-term.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as 'no hands up', to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p>
<p><b>PROGRESS</b></p> <p>Each subject, including Art, has a '<b>skills progression</b>' table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a <b>recognised national subject authority</b> in this case the National Society for Education in Art and Design.</p> <p>Progress at the end of each of the stages is recorded simply as 'below', 'at' or 'above' for each child for parents, and is also used on a 7 point scale with associated subjects– see Assessment Tracking (website).</p> <p>Subject leaders, as part of the '<b>20 minute monitoring</b>' process, also conduct work scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p>	<p><b>ENRICHMENT</b></p> <p>Planning for Art includes many opportunities for enrichment activities. These include work produced for an external audience eg whole school collaborative working on Christmas decorations for the local church or props for the Christmas production or seasonal crafts such as Easter activities.</p> <p>We are also active in inviting in experts from outside– for example one of our current parents is an esteemed local watercolour artist and has visited the school on many occasions to work with the older children. We have also taken part in STEAM projects, for example recently a collaboration with local artist Kate Munro on a themed sculpture which culminated in work being displayed at other schools and at Gressenhall. Similarly the children took part in art work in the summer for Dippy the Dinosaur at Norwich Cathedral.</p>	<p><b>VISION FOR CHILDREN</b></p> <p>Each subject, including Art, has a clear statement of intent for children. These are recorded on both the 'subject narratives' and the 'skills progression' documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being 'skills for life', to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer– including the 'hidden curriculum' of daily informal interactions with children and modelling of attitudes and behaviour , to instill the core values identified as valuable for children growing up in our locality and local context.</p>