



How we teach Art & Design



This document outlines: the intent and rationale behind our Art & Design curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Art & Design curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children use art from a variety of cultures, eras and perspectives to inspire their own outcomes. They learn about the world around them; locally and globally whilst developing their visual literacy.	Children explore and enjoy experimenting using a variety of media and through a range of disciplines including, drawing, painting, collage, printing and sculpture and photography.	Children develop creative and technical skills that enable them to interrogate the world around them and achieve success by fully expressing their own ideas and feelings.

At Godmanchester Bridge Academy we follow the Kapow Primary Art and Design scheme of work. This aims to inspire pupils and develop their confidence to experiment and invent their own works of art.

This scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.



The Art & Design scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

The Art & Design units cover each of the National Curriculum attainment targets as well as each of the strands. In addition to this, progression of knowledge and skills are embedded by teaching them within each year group. These skills develop to ensure that attainment targets are securely met by the end of each key stage. The units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links with our larger curriculum.

Creativity and independent outcomes are robustly embedded into the units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Wherever possible the Art & Design curriculum is enriched through whole school events, projects and experiences. The subject lead ensures cross-curricular links through the use of Art & Design skills and knowledge to celebrate and recognise significant events in the year.

All Pupils:

- access an adapted curriculum lead by the subject lead that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on seating plans so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- one-to-one interaction and targeted intervention by the teacher.
- a specific seat in lessons to meet a sensory or a learning need.
- Differentiated lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.
- Specialist vocabulary sheets available with phonetic breakdowns and visual representations.

Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- Additional support in practical lessons.



The Art & Design curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.

By taking part in our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of the scheme is constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. These are reviewed and monitored by subject leads each term and informs future adaptations to the curriculum and planning.

After the implementation of the Art & Design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Art & Design scheme of work is that children will:

- ★ Produce creative work, exploring and recording their ideas and experiences.
- ★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★ Evaluate and analyse creative works using subject-specific language.
- ★ Know about great artists and the historical and cultural development of their art.
- ★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.



Subject Map

Year	Unit 1	Unit 2	Unit 3
R	Welcome portraits and frames	Bear collage - Sensory exploration	Safari painting collage
1	Art & Design Skills	Formal Elements	Landscape using different media
2	Formal Elements	Sculpture and mixed media	Art & Design skills
3	Prehistoric Art	Formal Elements	Craft. Art & Design Skills
4	Art and Design Skills	Formal Elements	Every picture tells a story
5	Formal Elements	Every Picture Tells a Story	Design for a purpose
6	Photography	Make my voice heard	Still life