
















Art and Design Curriculum Rationale

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

Intent		Implementation		Impact	
 <p>Curriculum</p>	<p>At Rosehill, the Arts are a powerful and very individual communication tool for our pupils. Artistic media enables our pupils to express their knowledge of the world around them and make sense of their own internal world. Individual responses and diversity are celebrated, as there is no 'right' or 'wrong' way to create a piece of work. Pupils gain confidence and a feeling of self-worth. A child's work, be it a drawing or a junk model, stands as a unique form of communication and an opportunity to further their motor skills. For some pupils, sensory exploration and development will be the most important criteria. The progression plan includes core knowledge and skill development for each year group. Key artistic terminology is taught in context.</p>	 <p>Pedagogical Approaches</p>	<p>This year, Rosehill has begun a 3-year research initiative alongside the Arts Council, Challenge Nottingham and Durham University. This project will use the creative arts and associated processes to make the curriculum more accessible through enhanced creative practices and artist residencies within school. Alongside the OT we are also use and enhance our OT provision to improve motor skills and proprioception. In addition, we work alongside organisations such as Nottingham Massive to provide our pupils with performing arts opportunities with professional actors and theatres such as The Nottingham Playhouse. The role of the teacher is to introduce key skills, materials and ideas but ultimately allow pupils to explore their own creativity.</p>	 <p>Approach to Assessment</p>	<p>The approach to assessment is less formal than in core subject. In Art, there is ongoing teacher assessment through the use of Art Progression Pathways to monitor individual progress and ensure that pupils are keeping up with the pace of the curriculum and developing their understanding. A range of assessment tools are used, including learning walks, observations, monitoring of the learning environment, questionnaires and feedback, sketchbook reviews, impact reports and evidence of learning i.e. photos/ videos.</p>
 <p>End Points</p>	<p>The Art and Design curriculum is ambitious in the range of skills and techniques delivered. Pupils will develop a broad skillset with sketchbook work being a continuous thread used in all year groups. Pupils will also develop the vocabulary to critique art and use artistic terminology with confidence when talking about their own work, the work produced by peers and the work of established artists.</p> <p>By the end of Key Stage 1, By the end of Key Stage 2, By the end of Key Stage 3, By the end of Key Stages 4/5</p>	 <p>Teachers' Knowledge</p>	<p>The Art and Design Programme of Study and supplementing resources can be confidently delivered by specialist and non-specialist teachers alike. Subject specific professional development takes place as part of INSET training and Professional Development meeting time. The subject leader will access specialists' networks i.e. NST subject leaders' network, Creative Collaboratives. All pupils have at least one opportunity to experience art in a gallery context, e.g. a visit to the Nottingham Contemporary Gallery. We feel It is crucial for all our pupils to have an experience of public art and an appreciation for artists. There a rich opportunities for this in Nottingham.</p>	 <p>Performance Data & Pupil Progress</p>	<p>The Creative Arts play an important role in enriching young people's learning and educational experiences. Our creative approach helps increase each pupil's engagement in learning and helps build confidence and self-esteem. All this is in addition to the joy the arts bring to their growing lives and the enrichment it brings as they get older. There is no published data for Art at Rosehill. The school tracks Art very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples).</p>

 <p>Sequencing</p>	<p>Our Art and Design curriculum is a spiral curriculum. Teachers; medium term planning will put skills and vocabulary into a learning context, drawing on the knowledge and skills set out in the whole school progression pathways. Skills are revisited and the use of ongoing sketchbook work underpins all the content.</p>	 <p>Enabling Environment & Pupil Voice</p>	<p>Within our art studio, we have created an environment where the pupils feel inspired and excited to explore and develop a range of new art skills. They work using a range of media including clay, plaster, printing and mosaics. Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new and prior learning. Teachers' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used.</p>	 <p>Pupils' Work</p>	<p>Learning through the arts engages and inspires young people, supports key educational outcomes and develops skills that prepare young people for life beyond school. For many young people, particularly those experiencing the most disadvantage, the only opportunity to gain access to arts education is at school. At Rosehill, exposure to the arts helps to unlock potential in the pupils, developing skills in communication, problem solving, collaboration and motor skills. Sketchbooks are key to capturing pupil work. Additionally, pupil work is displayed in communal areas as a wider public display of artwork is a critical part in the artistic process.</p>
 <p>The Need of all Pupils</p>	<p>A key principle of our teaching is about belief that every child can engage with art and design. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. While pupils will come to us with different levels of experience and knowledge in Art, we will work to address these gaps in experience, skill and knowledge.</p>	 <p>Knowing More and Remembering More</p>	<p>At Rosehill, art is taught in a cross-curricular way to make the enhance the curriculum to be more meaningful to the pupils. They learn about the topics by exploring their senses and presenting what it means to them creatively. 'Art in the Heart' is another art experience which is used to introduce topics or when there is a special day i.e. Cultural Diversity Day.</p> <p>Each year the pupils take part in individual and whole school arts projects. These projects include internal school projects, local competitions and art programs. These projects empower the pupils to participate in different creative processes through working alongside artists and experiencing arts exhibitions. The work which is created through these different projects, are displayed around the school giving the pupils a sense of pride and belonging and becoming an important element of our natural environment.</p>	 <p>Talking to Pupils</p>	<p>The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if key skills have been remembered and understood. Pupils also will have the opportunity to talk about their work and their enjoyment and understanding of the lessons.</p>
		 <p>Assessment</p>	<p>Music projects and impact reports (see Earwig) evidence progression of skills in all year groups. Sketchbooks evidence progression of skills in different key stages.</p>		

Links:

<https://www.accessart.org.uk/teachers-schools/primary-schools-2/>

<https://www.nsead.org/>