



Curriculum Statement Art and Design Intent, Implementation and Impact

At Laurel Avenue Community Primary we define learning as a change to long term memory. Our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each Milestone, long term memory of a body of knowledge that they can use well across the curriculum, and that will support them in later life.

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Pupils become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Our curriculum includes 'Threshold Concepts' (the ideas that shape pupils' thinking), taken from Chris Quigley's 'Essentials Curriculum' in each subject to track pupils' learning through the Milestones.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.

Our Aims – The Essential Characteristics of our Art and Design Curriculum

The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,

convey insights and accentuate their individuality.

- The ability to communicate fluently in visual and tactile form.*
- The ability to draw confidently and adventurously from observation, memory and imagination.*
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.*
- An impressive knowledge and understanding of other artists, craftmakers and designers.*
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.*

- *Independence, initiative and originality which they can use to develop their creativity.*
- *The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.*
- *The ability to reflect on, analyse and critically evaluate their own work and that of others.*
- *A passion for and a commitment to the subject.*

Intent

At Laurel Avenue Community Primary our curriculum is designed to cater for the range of needs that our children bring to our school. We adopt fully inclusive practice which means all children are able to access the curriculum we offer, regardless of their learning requirements.

The breadth of our curriculum is designed with two main goals in mind:

- 1) To give our pupils appropriate experiences to develop as confident, responsible citizens.*
- 2) To provide a coherent, structured academic curriculum that leads to a sustained mastery for all and a greater depth of learning for those who are capable.*

1. Appropriate experiences

We have developed three curriculum drivers that shape our curriculum and reflect the unique needs of our children. They complement the core values that are at the heart of our school and reflect our resilient and ambitious drive for all children to achieve their best. These drivers are used to give the children aspiration as they become the citizens of the future.

Our drivers are identified as:

Ambition and Possibilities

To have a life-long love of learning that inspires them to look to the future

To have high expectations of themselves and their future

To recognise opportunities beyond the local community

To increase knowledge of different career choices

To develop self-confidence and a 'have a go' attitude

Process

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge

Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success

Regular opportunities to work as a team, especially Key Stage 2

Life Skills and Enterprise

To develop questioning and research skills, applying to a range of hands-on learning experiences

To work effectively as a team to organise themselves and create an end product

To work independently and be organised and ready for learning

To listen and communicate with others

To complete set tasks in a given period and not give up

To have excellent attendance

*To think 'creatively' to solve problems
To be equipped for life beyond Primary School*

Process

*Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided
Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more
Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety
Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared*

Knowledge and Understanding of the World

*To experience opportunities that broaden their horizons
To enhance their insight into the community and world by providing meaningful learning opportunities
To celebrate/appreciate diversity and culture at national and international level
To widen general knowledge
To give opportunities to pursue their own lines of enquiry*

Process

*Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues
Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture
Discussing local and global issues and the impact that they have
Asking questions and research historical events in the local and wider communities*

- 2. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. For example specialist art and design weeks, art linked to European language days, participation in art projects.*
- 3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.*
- 4. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.*
- 5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.*

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

6. For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

7. Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

8. Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.

Curriculum Map for Years 1 and 2			Curriculum Map for Years 3 and 4			Curriculum Map for Years 5 and 6		
Threshold Concepts								
Milestone 1			Milestone 2			Milestone 3		
B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

9. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Implementation

10. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.

- *Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.*

11. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

12. Our content is subject specific. We make intra-curricular links to strengthen schema.

13. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Impact

14. Because learning is a change to long-term memory, it is impossible to see impact in the short term.

15. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

16. We use lesson observations to see if the pedagogical style matches our depth expectations (see point 11).

17. Through the use of 'Know Its' taken from the topic webs, children are given opportunities to periodically revisit knowledge gained within current and previous Milestones and relate it to current learning.

Monitoring

The Art and Design Co-ordinator and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Art and Design. The Co-ordinator is responsible for supporting teaching staff in the teaching of Computing, and for providing a strategic lead. The Co-ordinator completes an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the Co-ordinator will undertake the monitoring of Art and Design across the school.

Signed:

Chair of Learning, Teaching and Achievement Committee

Signed:

Co-ordinator

Reviewed: April 2021

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