















# Art and Design Curriculum Rationale



At Bradway, our approach to art and design is to appreciate it as a discrete subject, making curriculum links when it is suitable to do so. When art and design is taught as a discrete subject, there are clear opportunities to develop and strengthen specific knowledge and skills. We use a range of high quality materials and techniques - including pencil, paint, clay, wire, modroc and multimedia- because we have high expectations about what all children are capable of achieving within the visual arts.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The art curriculum at Bradway begins in EYFS with the expressive arts and design strand of the framework. The school then aligns to the National Curriculum art and design programme of study. This is supplemented by the National Society for Education in Art and Design (NSEAD) 2014 curriculum document. Create Sheffield provide us with support and guidance to further enhance our curriculum. Additional planning and</p>	 <p><b>Pedagogical Approaches</b></p> <p>Art and design lessons begin with a quick fire activity to activate pupils' prior learning. The role of the teacher is to introduce new vocabulary, knowledge, key skills and materials, and allow pupils opportunities for personal expression.</p>	 <p><b>Approach to Assessment</b></p> <p>The approach to assessment is less formal than in core subject disciplines. In art and design, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving the school's ambitious outcomes.</p>
 <p><b>End Points</b></p> <p>The art and design curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with sketchbook work being a continuous thread used in all year groups. Children 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><b>Teachers' Expert Knowledge</b></p> <p>Staff expertise is disseminated through whole school CPD immersive experiences. As the school is currently working towards Artsmark status, subject specific professional development is in place.</p>	 <p><b>Performance Data</b></p> <p>There is no published data for art and design at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p>
 <p><b>Sequencing</b></p> <p>Our art and design curriculum is a spiral curriculum. Skills are revisited and the use of ongoing sketchbook work underpins all the content. Techniques developed in art and design are applied across the curriculum.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>Art and design unit plans include assessment questions to ignite reflective discussion during each lesson. The 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><b>Pupils' Work</b></p> <p>Sketchbooks are key to capturing pupil work. Additionally, pupil work is celebrated with the community, by inviting families into school, or sharing work on our online platforms. When possible, work is displayed in communal areas.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>A key principle of our teaching is the belief that every child can engage with art and design. The resources used in school are suitable for pupils of all abilities. Additional enrichment opportunities are offered to pupils in receipt of pupil premium, such as creative experiences during school clubs. For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided, where necessary, to increase their confidence and independence.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>The progression plan includes key vocabulary, core knowledge and skills development for each year group. These are revisited throughout a pupil's time in school, so that children can speak with increasing confidence and clarity around the subject.</p>	 <p><b>Talking to Pupils</b></p> <p>Talking to pupils is key to the continual refinement and development of the art and design curriculum. Pupil feedback is used to assess the success of units of work.</p>
 <p><b>Local Context</b></p> <p>Our curriculum makes the most of our extensive school grounds and woodland. All children have at least one opportunity to experience art in a gallery context. This involves visits to the Yorkshire Sculpture Park, Graves Gallery, the Millennium Galleries and Weston Park museum, depending on the current exhibitions. We feel it is crucial for all children to have an experience of public art and an appreciation for curatorship. Our pupils take inspiration from the work of Sheffield based artists, such as Joe Scarborough, and where possible, we invite artists from the local community into school.</p>	 <p><b>Teacher Assessment</b></p> <p>Formative assessment questions are provided for children to evaluate both their own and others' work. These provide teachers with an indication of pupil confidence and reveal where gaps in knowledge and skills may have arisen. Sketchbooks evidence progression of skills in all year groups.</p>	<p><b>Links / References</b></p> <p><a href="https://www.createsheffield.co.uk">https://www.createsheffield.co.uk</a></p> <p><a href="https://www.nsead.org">https://www.nsead.org</a></p> <p><a href="https://www.artsmark.org.uk">https://www.artsmark.org.uk</a></p>