



Art and
Design
at
Beechcroft
St Paul's



"Before a child speaks, it
sings. Before they write,
they paint. As soon as
they stand, they dance.
Art is the basis of human
expression"

Phylicia Rashad



Art and Design INTENT

"Before a child speaks, it sings. Before they write, they paint. As soon as they stand, they dance. Art is the basis of human expression." **Phylicia Rashad**
At Beechcroft, we believe that a high quality arts education is the right of every child. Through our carefully designed curriculum, our children access excellent, wide ranging learning opportunities that focus on their development of skills as an artist, whilst equipping them with the language of emotion to develop the voice of an artist. Children will experience a wide range of artistic disciplines that carefully and sequentially develop their skills, initially learning about these concepts discretely, before beginning to blend the concepts as their skills develop. Over the course of their time at Beechcroft, children will learn about the work of great artists, designers, craftspeople and architects, chosen for their exemplification of the taught skills within a unit, with careful consideration given to ensure a diverse and inclusive set of role models. Children develop their use of sketchbooks throughout their time at Beechcroft, understanding that these are ongoing reflections of their development as artists., a safe space to explore their creativity.

"My sketchbook is a witness of what I am experiencing, scribbling things whenever they happen." **Vincent van Gogh**

The language of emotion is a key feature of the art and design curriculum, enabling children to respond to a range of artistic experiences, both their own and others.



Art can open children's eyes to worlds beyond theirs, to expression in its highest form. Resilience is developed in a safe environment, which enables children to challenge themselves to reach their potential.



Great art is inspirational, making us pause as we take in the skill of the artist. Through the study of great artists and designers, children have opportunities for awe and wonder built in throughout the curriculum.



Art itself enriches lives and we seek to further develop this by offering children rich experiences linked to the art and design curriculum - trips, visitors and art weeks.



Early Years

In Early Years, children are encouraged and guided to develop their artistic explorations. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be artists who are able to:

- Self-select from a range of tools and materials in the continuous provision.
- Learn by experimenting with a range of materials
- Explore colour and texture
- Be joyful in their creativity

Through questioning children are encouraged to talk about what they like about their work and other children's artwork and how they would improve it

We follow the new framework to ensure that children develop a good understanding of art, by enabling them to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials developing an understanding that they manipulate and create effects with these.
- Use different media and materials to express their own ideas.
- Create with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques competently and appropriately .
- Select appropriate resources for a piece of artwork and adapt their work where necessary.





Art and Design

IMPLEMENTATION

Curriculum design

At Beechcroft St Paul's, art and design is taught in blocks, with each block covering a particular set of disciplines: drawing, painting, textiles, collage, 3D and printmaking. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils revisit key disciplines throughout their primary journey at increasing degrees of challenge and complexity. Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use the language associated with art and design meaningfully when talking about their work and the work of others

Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. CUSP, which is used as a vehicle for our planning and teaching, provides a coherent sequence of learning. Each module has subject coverage planned sequentially and with a clear rationale for making connections with prior learning. As part of the curriculum sequences, attention is paid to evidence informed principles such as interleaving and spaced retrieval practice (Ebbinghaus, Sweller, Rosenshine, Bjork, Fiorella and Mayer), which form a key part of the curriculum. Learning over time is carefully sequenced to enable children to purposefully layer learning from previous sessions as well as previous studies to facilitate the acquisition and retention of key knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Disciplinary Concepts

As well as ensuring children are taught key substantive knowledge, each module is designed to offer pupils the opportunity to develop their skills as an artist by ensuring that they focus on different aspects of these competencies. This will support teachers in understanding pupils' progress as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.





Art and Design

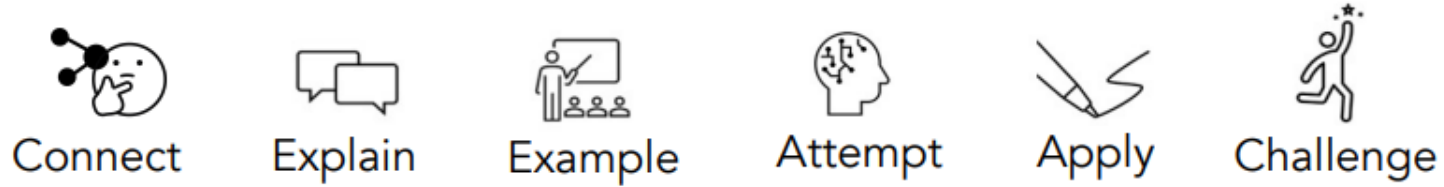
IMPLEMENTATION



Planning and Continuing Professional Development

The art and design curriculum provides a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. This excellent CPD enables staff to plan effective provision based on excellent curriculum resources. Teacher videos complement the content in each block and provide clear instruction about relevant techniques, skills and methods. The exemplifications can be used to inform assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to deliver each block. The components of the suite should be viewed together for maximum impact.

Each sequence includes an exploration of materials, explicit teaching and application of skills. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time.. Teachers plan lessons using a mastery teaching approach, following the sequence of learning indicated below:



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use the language associated with art and design meaningfully when talking about their work and the work of others. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. One of the key aims of the art and design curriculum is to give children the language of emotion, so they can develop the voice of an artist.

Subject Leadership

The art and design subject leader ensures that teachers are fully equipped to teach art and design to a high quality through supporting with planning, resourcing, team teaching and developing staff subject knowledge. The subject lead maintains a high level of personal continuous professional development by keeping up to date with the latest curriculum and subject research and sharing relevant messages with staff. Each year, an action plan is created to identify the issues, actions and impact within the subject and to provide a focus for ongoing monitoring and evaluation, with is supported through regular use of Pupil Book Study to provide a window into the lived experiences of children in relation to the art and design curriculum.

