



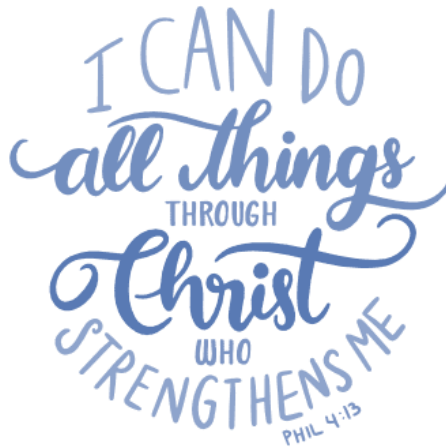
# Art & Design Curriculum Offer



*I can do all things through Christ who strengthens me*



# Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

**Compassion, Respect and Resilience.**

## Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

Our Art and Design Curriculum, based on the National Curriculum, is designed to ensure our children receive a full and broad experience and understanding of different disciplines (drawing, painting, collage, sculpture and textiles), a range of mediums (watercolour, acrylic, charcoal, pencil, clay, recycled materials) and a variety of artists' work from a diverse range of time period and place.

From this, we teach to the Arches Principles –

**Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success**

### Ambitious

Our curriculum is designed to show our children that our **ambitious** curriculum will offer them rewards for the future. Our Art curriculum allows our children to see the how art, design and craft can embody some of the highest forms of human creativity, equipping them with the knowledge and skills to experiment, invent and create their own pieces of work.

### Resilience

With high expectations and a challenging curriculum, we support our children in developing **resilience** and self-motivation, to overcome barriers in their pursuit of learning and enrichment. In Art, our children are able to explore

their own skills, techniques and approaches to their work, giving them time to reflect, recognise things they are not happy with and be resilient in their thinking about it.

### Christ at the heart

**Christ at the heart** along with our Mission Statement, “I can do all things through Christ who strengthens me,” we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in Art, knowing that, through these creative skills, we can celebrate and show the wonders of all that God has gifted us.

### Health and Wellbeing

The Mental **Health and Wellbeing** of our children is paramount in both schools and we seek to ensure all of our lessons have enrichment and enjoyment, allowing children to find satisfaction and fun in the challenge. The actions of Art and the creative skills can be used to support children in their mental health and wellbeing, as a meditation technique or as a way to express their emotions.

### Excellence

In all things, we strive for **excellence** both from and for our children, providing them with the best opportunities, with a curriculum sets high expectations for each and every child. High quality artwork, with clear techniques and thought put behind it, with a build up and progression of skills, is looked for in every Art lesson, with chances for all children to shine.

### Successful

We work to help our children to be **successful** in all areas of school life, developing children who achieve whatever they put their mind to, and developing skills to help them to continue to be successful in the future. Art and Design has no right or wrong result, giving the children the chance to be successful in their own right and at their own skill level. Each Art lesson allows our children to expand their understanding, investigate materials, build their skill and grow in confidence in their artwork.

# Our Arches Principles –

## Rationale for our Art and Design Curriculum



Through our '**ambitious**' curriculum driver, we want our children to relish the challenges that being an artist can bring. Our art curriculum challenges and inspires pupils to create their own work of art by providing them with quality first teaching and resources.

We challenge our children to think critically, observe and develop a secure understanding of art and design through our structure: **Research, Experiment, Plan, Create and Reflect**. Our children will feel confident in creating their own works of art.



Through the '**resilience**' curriculum driver, we promote optimism and determination in art. We encourage the children to refine their skills through work in sketch books. We endeavour to ensure that all children have a positive relationship with Art and Design and speak openly and honestly about their experiences in order for us to meet them at their point of need.



With **Christ at the Heart** of our school, every opportunity is made to take advantage of meaningful cross-curricular links, particularly in R.E. There are plentiful opportunities to engage with and respond to artwork that depict Jesus.

We celebrate children's personal development in creativity, independence, judgement and self-reflection where all are encouraged to grow to their full human potential.



At St Mary's Catholic Infant and Junior Academies, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Our children know how art and design both reflect and shape our art, and contribute to the culture, creativity and wealth of our nation.

Art lessons create a sense of calm and mindfulness when creating artwork. With '**health and wellbeing**' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.



Through the '**excellence**' curriculum driver, we want to equip our children with the knowledge and skills to research, experiment, plan, create and reflect their own works of art and craft whilst also developing their knowledge on how different artists and designers use these skills to create works of art that are appreciated by a wider audience.



Through the '**success**' curriculum driver, we want our children to experience success in Art and Design regardless of their age or stage – through quality first teaching and careful planning of lessons. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond so that they leave St. Mary's as successful artists ready for the next challenge at Key Stage 3.

There are regular opportunities to celebrate and display their artwork through exhibitions, displays and competitions. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

# Being a St Mary's Artist

Being an artist means that disciplinary and substantive knowledge complement each other harmoniously. Art disciplines such as sketching, painting, sculpture, craft are high profile within our art curriculum.

## Implementation

All of our children will have consistent access to a broad, balanced and high-quality Art and Design curriculum which will encourage forms of pupil creativity; engage, inspire and challenge pupils; equip pupils with the knowledge and skills to experiment; invent and create their own works of art, craft and design; enable pupils to think critically and develop a more rigorous understanding of art and design; have understanding and appreciation of how art and design both reflect and shape our history; have an understanding and appreciation of how art and design contributes to the culture, creativity and wealth of our nation.

The 2014 National Curriculum for Art and Design aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We encourage children to be creative throughout their time at St Mary's and beyond. The Art curriculum allows our children to develop their artistic styles and grow appreciation and enjoyment of the arts.

# Art and Design Long Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for



Year Group	Autumn	Spring	Summer
Nursery	Giving Meaning to our Marks	Explore with Colour	Add materials to our drawing
Reception	Marvellous Marks	Paint my world	Let's get crafty
Year One	Make your mark	Colour splash	Paper play <b>Artists</b> - Samantha Stephenson Marco Balich. Louise Bourgeois
Year Two	Tell a story	Life in colour	Clay houses <b>Artists</b> - Ranti Bam Rachel Whiteread
Year Three	Growing artists	Prehistoric painting	Ancient Egyptian Scrolls
Year Four	Power prints	Light and dark	Mega materials <b>Artists</b> - Magdalene Odundo Barbara Hepworth El Anatsui
Year Five	I need space	Portraits	Digital art <b>Artists</b> – Hannah Hoch Edward Weston Derrick O. Boateng

Year Six	Make my voice heard	Artist study
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# Progression Documents

Our progression documents have been created by the Curriculum Leader and Art Subject Leader to ensure clear progress in the **art disciplines: drawing, painting, collage, sculpture and textiles.**

The progression document shows key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from Y1 – Year 6 for drawing, painting and printing, sculpture, collage and textiles and sketchbooks. In EYFS, the focus is on painting, drawing, collage, sculpture, music, singing and dancing, independence and resources.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
PAINTING	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade A1 SP2	Add white or black paint to alter tint or shade A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Mix primary colours to appropriate consistency A1 SP2	Use pre-made paints and are able to name colours A1 SP2
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting A1 SP2	Can hold a paintbrush using a tripod grip A1 SP2	Can use thin brushes to add detail A1 SP2	Can use thick brushes A1 SP2	Enjoys using hands, feet and fingers to paint A1 SP2	Can hold a paintbrush in the palm of their hand A1 SP2
	Print with a variety of resources	Create patterns or meaningful pictures when printing A1 SP2		Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with large blocks and larger sponges A1 SP2	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features) A1 SU2	Draws bodies of an appropriate size for what they're drawing A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws faces with features and draws enclosed spaces, giving meaning A1 SU2	Makes marks. Draws circles and lines. A1 SU2



	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes A1 SU2		Children are able to draw simple things from memory A1 SU2	Children are able to draw simple things from memory A1 SU2	Children are able to draw things that they observe A1 SU2	
COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon A2 SP2	Join items with glue or tape A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue spatulas with support A2 SP2	Use glue sticks with support A2 SP2
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles A2 SP2	Knows how to improve models (scrunch, twist, fold, bend, roll) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid A2 SP2	Smooth, rough, bendy, hard Weave (fine motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Product is all one texture A2 SP2	
SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play SP1 SU2		Builds simple models using walls, roofs and towers. SP1 SU2	Builds simple models using walls, roofs and towers. SP1 SU2	Builds walls to create enclosed spaces SP1 SU2	Builds towers by stackings objects SP1 SU2
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions SP1 SU2	Makes something that they give meaning to SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Makes marks in clay SP1 SU2	Explores clay SP1 SU2
MUSIC	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' A2 SP1		Talks about how music makes them feel A2 SP1	Talks about how music makes them feel A2 SP1	Responds to music A2 SP1	Enjoys listening to music A2 SP1
	Can change the tempo and dynamics Recognises instruments in music	Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing		Is able to name a wide variety of instruments (also including chime bars, xylophones)	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) A2 SP1	

	Compose their own simple tunes Creates sound effects Writes down compositions	Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns A2 SP1		glockenspiels, xylophones)  Plays a given instrument to a simple beat A2 SP1	Plays a given instrument to a simple beat A2 SP1		
SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace A2 SU2		Learns short routines, beginning to match pace A2 SU2	Learns short routines, beginning to match pace A2 SU2	Copies basic actions A2 SU2	Moves to music A2 SU2
	Begin to improvise independently to create a simple dance	Replicates dances and performances A2 SU2		Shares likes and dislikes about dances/performances A2 SU2	Watches dances and performances A2 SU2	Beginning to watch performances for short periods of time A2 SU2	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody A2 SU2	Sings in a group, matching pitch and following melody A2 SU2	Sings in a group, trying to keep in time A2 SU2	Sings in a group, trying to keep in time A2 SU2	Sings in a small group A2 SU2	Knows some words when singing A2 SU2
ROLE PLAY	To take part in a simple role play of a known story	Uses imagination to develop own storylines A1 SU1	Uses experiences and learnt stories to develop storylines A1 SU1	Uses own experiences to develop storylines A1 SU1	Uses own experiences to develop storylines A1 SU1	Plays with familiar resources A1 SU1	
		Enhance with resources that they pretend are something else A1 SU1	Children enhance small world play with simple resources A1 SU1	Participates in small world play related to rhymes and stories A1 SU1	Participates in small world play related to rhymes and stories A1 SU1	Simple small world (farm, cars, trains, dolls) A1 SU1	
INDEPENDENCE	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay SP1 SU1		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) SP1 SU1	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) SP1 SU1	Choose a piece of paper from a selection of 2/3 colours SP1 SU1	One piece of paper provided to child SP1 SU1

		Returns to work on another occasion to edit and improve SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and gives meaning SP1 SU1	Creates their own piece of art SP1 SU1
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further SP1 SU1	Works with a friend, copying ideas and developing skills together Sp1 SU1	Works with a friend, copying ideas and developing skills together SP1 SU1	Children work independently to develop basic skills SP1 SU1	
RESOURCES (NOT LIMITED TO)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <li>• Show knowledge of the language and literacy to describe lines.</li> <li>• Show control when using string and chalk to draw lines.</li> <li>• Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>• Colour neatly and carefully, featuring a range of different media and colours.</li> <li>• Apply a range of marks successfully to a drawing.</li> <li>• Produce a drawing that displays observational skill, experimenting</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>As Year 2 plus:</b> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Make initial sketches as a preparation for painting.</li> <li>• Demonstrate improved accuracy when drawing people and faces.</li> </ul>	<b>As Year 3 plus:</b> <ul style="list-style-type: none"> <li>• Make informed choices in drawing, including paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> </ul>	<b>As Year 4 plus:</b> <ul style="list-style-type: none"> <li>• Use a variety of source material for their work.</li> <li>• Work in a sustained and independent way from observation and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, smudging, etc).</li> <li>• Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour.</li> <li>• Begin to create technical drawings.</li> </ul>	<b>As Year 5 plus:</b> <ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space colour and shape.</li> <li>• Look at the effect of light on a shape from different directions.</li> <li>• Introduce the concept of perspective.</li> <li>• Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>• Create computer generated drawings.</li> </ul>

	with a range of lines and mark making.					
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting and Printing		As in Year 1 plus:	<b>As in Year 2 plus:</b> <ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• Know where each of the primary and secondary colours sits on the colour wheel.</li> <li>• Create a background using a wash.</li> <li>• Use a range of brushes to create different effects.</li> <li>• Make a printing block.</li> <li>• Make a 2 colour print.</li> </ul>	<b>As in Year 3 plus:</b> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Create mood in their paintings.</li> <li>• Successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul>	<b>As in Year 4 plus:</b> <ul style="list-style-type: none"> <li>• Create all the colours they need.</li> <li>• Consistently create mood in their paintings.</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul>	<b>As in Year 5 plus:</b> <ul style="list-style-type: none"> <li>• Explain what their own style is.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Explain why they have chosen specific painting techniques.</li> <li>• Print using a number of colours.</li> <li>• Create an accurate print design that meets a given criteria.</li> <li>• Print onto different materials.</li> <li>• Overprint using different colours.</li> <li>• Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture, Collage and Textiles	<ul style="list-style-type: none"> <li>➤ Roll paper tubes and attach them to a base securely.</li> <li>➤ Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>➤ Shape paper strips in a variety of ways to make 3D drawings.</li> <li>➤ Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>➤ Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>➤ Work successfully with others, sustaining effort over a time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>➤ Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>➤ Roll a smooth tile surface.</li> <li>➤ Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>➤ Draw a house design and plan how to create the key features in clay.</li> <li>➤ Create a clay house tile that has</li> </ul>	<ul style="list-style-type: none"> <li>• Add onto their work to create texture and shape.</li> <li>• Work with life size materials.</li> <li>• Begin to sculpt clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Finger knit.</li> <li>• Crochet/knit.</li> <li>• Sew fabrics together.</li> <li>• Use more than one type of stitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use wire to create form and sculpture.</li> <li>• Link to science to use shadow.</li> </ul>	

	<p>➤ Paint with good technique, ensuring good coverage.</p>	<p>recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>				
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks, Knowledge and Understanding	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Describe what they can see and like in the work of another artist.</li> <li>Ask sensible questions about a piece of art.</li> <li>Copy a piece of work by another artist.</li> </ul>	<b>As Year 1 plus:</b> <ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Annotate work in sketchbook.</li> <li>Keep notes in their sketch books as to how they have changed their work.</li> <li>Say how other artists have used colour, pattern and shape.</li> <li>Create a piece of work in response to another artist's piece of work.</li> </ul>	<b>As Year 2 plus:</b> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> <li>Make notes in their sketch books about techniques used by artists.</li> <li>Suggest improvements to their work by keeping notes in their sketch books.</li> <li>Compare the work of different artists.</li> <li>Explore work from other cultures.</li> <li>Explore work from other periods of time.</li> <li>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what</li> </ul>	<b>As Year 3 plus:</b> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketchbook.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history.</li> <li>Use their sketch books to adapt and improve their original ideas.</li> <li>Keep notes about the purpose of their work in their sketch books.</li> </ul>	<b>As Year 4 plus:</b> <ul style="list-style-type: none"> <li>Use a sketchbook to develop ideas independently.</li> <li>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> <li>Include technical aspects in their work, e.g. architectural design.</li> <li>Keep notes in their sketch books as to how they might develop their work further.</li> <li>Use their sketch books to compare and discuss ideas with others.</li> </ul>	<b>As Year 5 plus:</b> <ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Independently identify artists who have worked in a similar way to their own work.</li> <li>Independently selects materials and techniques to use to create a specific outcome.</li> <li>Make a record about the styles and qualities in their work.</li> <li>Say what their work is influenced by.</li> <li>Sketchbooks contain detailed notes, and quotes explaining about items.</li> <li>Compare their methods to those of others and keep notes</li> </ul>

			the artist is trying to express in their work.			<p>in their sketch books.</p> <ul style="list-style-type: none"><li>• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li></ul>
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# Vocabulary is VITAL

<b>Valued</b>	We value vocabulary in art and design and it underpins everything we do.
<b>Identified</b>	Art and design vocabulary is identified by the art and design subject leader and is explicitly planned for.
<b>Taught</b>	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key art and design vocabulary and the art and design medium term plans include additional vocabulary to be taught.
<b>Applied</b>	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in art and design.
<b>Learned</b>	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key art and design vocabulary.

## EYFS

Through an 'explosion of experiences', our youngest artists are exposed to the foundations of their art learning. Carefully planned art skills and experiences are provided for our children. High quality resources within our excellent provision gives the children a range of opportunities to refine their art skills: construction, craft, painting and junk modelling are just a handful of learning opportunities which are embedded within the provision daily. Art vocabulary is planned for. Staff are role models in demonstrating art vocabulary. The foundations of art learning in EYFS is linked to Year 1 and beyond.

Both our staff and children are enthusiastic about **art and design**. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the art they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they can be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

The St Mary's Catholic Infant and Junior Academies' models ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. In our **sketchbooks**, you will see different colour dots, these link to a specific part of the Art and Design process. This is helping us to become artists.

We firmly believe that all children should have full access, including those with additional needs, to our art and design curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children.

# Lesson Structure

The sequence of lessons across Art and Design follows the same structure:

Art and Design sequence structure	
Phase 1 – Research and Experiment	<ul style="list-style-type: none"><li>• Artist, book, cultural or historical hook to inspire creative thinking</li><li>• Prior art learning revisited with reference to underpinning new learning</li><li>• Factfile studied or created</li><li>• Art outcome for the unit shared with the children</li><li>• Knowledge Organiser shared</li></ul>
Phase 2 – Plan and Create	<ul style="list-style-type: none"><li>• Medium term planning to inform lessons</li><li>• New art skills taught by modelling than hands-on exploration</li><li>• Vocabulary explicitly taught through Knowledge Organiser</li><li>• Plan and create</li><li>• Sketch books to record the learning journey</li><li>• St Mary's Quality First Teaching</li></ul>
Phase 3 – Reflect	<ul style="list-style-type: none"><li>• Revise and review new skills</li><li>• Reflect on the artwork</li><li>• Reflect on how the artist, book, cultural or historical link has influenced their work</li><li>• Share completed work (display, exhibition)</li><li>• Children know more and remember more</li></ul>

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Art and Design lesson structure	
Phase 1 - Revise	<ul style="list-style-type: none"><li>• Lesson recap about artist or skills from prior lessons</li><li>• Revisit Knowledge Organiser</li><li>• Vocabulary (some will be tier 3 – subject specific words)</li><li>• Knowledge Organiser shared</li></ul>
Phase 2 – New learning	<ul style="list-style-type: none"><li>• St Mary's Quality First Teaching</li><li>• New knowledge taught</li><li>• New skills taught</li><li>• Knowledge Organiser to be used as a point of reference</li></ul>
Phase 3 – Review	<ul style="list-style-type: none"><li>• Revise and review – knowledge, skills and vocabulary</li><li>• Reflect on how the final outcome was inspired by the lesson hook</li><li>• Formative assessment directly linked to progress towards final outcome</li></ul>

# Impact

We understand that we may not see the true impact of our art and design curriculum on our children as our art and design curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught art and design curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At St Mary's Catholic Infant and Junior Academies, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of St Mary's Catholic Infant and Junior Academies' art and design curriculum is measured through the following:

- Assessment at the end of each unit of work (a completed piece of artwork)
- Art exhibitions
- Work is assessed at the end of each lesson and at the end of each sequence
- Journey through sketchbooks to ensure children are refining technique
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate