



The Mosley Academy
Subject Leader Curriculum Overview - Art and Design
Natasha Ingham



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| <p>The National Curriculum for art and design aims to ensure that all pupils by the end of Year 6:</p> <ul style="list-style-type: none"> • 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. | |
| EYFS | <p>Children explore and use a variety of media and materials through a combination of child initiated and adult directed activities. Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> |
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products. • to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects, and designers in history. |

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| Intent | <p>At The Mosley Academy we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Our Art and Design curriculum provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts, and ideas. We engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. Our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation.</p> | | | | | | | | | | | | | | | | |
| | <p>At The Mosley Academy our children will present the following characteristics of learners:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality.</td> <td style="width: 10%;">The ability to communicate fluently in visual and tactile form.</td> <td style="width: 10%;">The ability to draw confidently and adventurously from observation, memory, and imagination.</td> <td style="width: 10%;">The ability to explore and invent marks, develop, and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D</td> <td style="width: 10%;">A knowledge and understanding of other artists, craft makers and designers. The ability to reflect on, analyse and critically evaluate their own work and that of others.</td> <td style="width: 10%;">The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations, and feelings.</td> <td style="width: 10%;">Independence, initiative, and originality which they can use to develop their creativity.</td> <td style="width: 10%;">The ability to select and use materials, processes, and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.</td> <td style="width: 10%;">The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights, and accentuate their individuality.</td> </tr> </table> | | | | | | | | | The ability to use visual language skilfully and convincingly 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 | A knowledge and understanding of other artists, craft makers and designers. The ability to reflect on, analyse and critically evaluate their own work and that of others. | 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 skilfully and inventively to realise intentions and capitalise on the unexpected. |
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| Implementation | Key concepts | | |
| | Develop ideas | Master techniques | Take inspiration |
| | Art and Design Medium Term Plan is followed to ensure progression of skills and knowledge across school. Learning is carefully sequenced to build upon and revisit prior knowledge. | Art is taught discreetly, using links to other curriculum areas when these can be made effectively. The sequence of learning considers knowledge that is being revisited and new learning, with choices made about the lesson content based on this. | A range of artists and artisans are mapped out to be covered during the primary school career. Children are encouraged to use a widening range of art vocabulary to share their thoughts about these artists. |
| | A range of materials are used across school to develop techniques and increase fluency. | Art sketchbooks are used across school to record observations and review & revisit their ideas. | Teachers to use an art sketchbook to model techniques to children. |
| <p>At The Mosley Academy we understand that SEND can be categorised in four main ways: social, emotional, and mental health cognitive and learning communication and interacting physical and/or sensory We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. In school, this support may include some of the following methods: the use of visual or practical resources, the use of adult support, differentiating by outcome according to the child's needs, pre-teaching key vocabulary, providing templates to scaffold, the use of spaced repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.</p> | | | |

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| Impact | <p>All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills. Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in EYFS are assessed within Expressive Arts and Design and their progress is tracked termly and age-related expectation levels are reported to parents at the end of the reception year.</p> | | |
| | Monitoring through: Learning Walks Pupil Voice Book Scrutiny | Increased Cultural Capital through an exposure to a wide range of vocabulary. | Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory. Provision is adapted so that it is suitable for all groups of learners, including SEND. |