

‘Life for Learning for Life ...’ Art & Design								
CURRICULUM INTENTIONS	Our Values and Expectations	Embracing Excellence		Celebrating Diversity		Nurturing Individuality		
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners	
		Oracy						
	Curriculum Drivers Our Learning Curriculum	Reflective	Relationships		Resilience		Resourceful	Risk Taking
	Our vision for the Art & Design curriculum at Wembury Primary School	At Wembury Primary School, we value Art and Design as an important part of the pupils’ entitlement to a broad, rich and balanced curriculum. Art and Design provides the pupils with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. We strive to create confident, independent artists who can articulate, evaluate and value their own creative journeys.						
		It is our intent to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning and achieving greatness. Most importantly we allow our pupils to learn in a safe and stimulating environment, where their views are valued.						
		Our Art curriculum provides pupils with a variety of opportunities to develop their key and creative skills using a range of media and materials. Pupils are provided opportunities to learn that art can take many forms. They explore and evaluate different creative notions through drawing, painting, printmaking, textiles/craft, sculpture/3D work and digital media.						
		Pupils will observe and analyse the works of historical and contemporary artists that will develop their knowledge of styles and improve their vocabulary within the subject, through Oracy. Where applicable, the teaching of art is applied in a cross-curricular way to enable pupils to use their art skills to reflect on, and explore, within and alongside other subjects; such as sketching historical artefacts or using art as a medium to express emotion in PSHE.						
		In art, pupils should evaluate and reflect upon their work throughout the process and undertake an age-related verbal and written reflection, such as annotation within sketchbooks. Experimentations, risk and innovation should always be encouraged and reflection to analyse why some ideas or techniques were successful or did not go as well during a piece of work.						

IMPLEMENTATION	CURRICULUM DELIVERY	Over time the pupils should be given the opportunity to explore in a variety of medium and polarities:					Teachers plan for progression and depth in art using the progression of skills in the Art and Design document, which outlines the skills needed for each strand across the year groups. The document also underlines the knowledge about art processes and context that pupils should obtain by the end of a year group. In communal areas, there should be a means to display and celebrate the artwork of pupils.		
		<ul style="list-style-type: none"> • small scale work should be balanced with large scale work; • traditional key skills should be balanced with experimental work; • quiet reflective pieces should be balanced with dynamic work; • individual work should be balanced with group work; • two-dimensional work should be balanced with three-dimensional work; • study of historical ‘great’ artists should be balanced with contemporary artists – artists should be selected because they exemplify the skill being taught; • Sketchbooks – these need to be used throughout all the above areas. Experimentation, risk, collection of stimuli and innovation should be encouraged. 							
		STIMULUS HOOK			EXPERIENCE - IMMERSION - EXPLORATION - INVESTIGATION - INQUIRY				
	The Learning Environment	Assemblies		Visitors		Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers
	Extra-Curricular Activities	Community Events		Partnership working with other schools		Community Expertise	Pupil Leadership	House Teams	Responding to the News
	TEACHING (PEDAGOGY)	Enquiry Based Learning		High Expectations		Consistent Practice		Challenge for All	Excellent Subject Knowledge
		Working Walls		Vocabulary Rich		Responsive to needs and interests		Reflective	Shared Expertise
		Mastery		Application of prior learning		Progressive		Enjoyment	Collaborative
		Risk Taking		Learning Skills: 5 x Rs		Breadth and depth		Pupil Led	Oracy
	ASSESSMENT	Quality First Marking and Feedback		Whole Class Feedback			Unit Assessments		Tracking Progress Over time
Next step marking		Self & Peer-Assessment			Pupil Conferencing		Moderation		

IMPACT	ATTAINMENT AND PROGRESS	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p>	Summative assessments, for progress and attainment against the National Curriculum expectations, take place for drawing, colour and portraits. The impact of our art curriculum cultivates individuals who are individual, confident, imaginative artists. Pupils acquire skills using a range of tools and mediums and are able to articulate themselves when observing their own and other's work, using Oracy skills. Pupils feel excited to get creative, and embrace expression through Art & Design.
	KNOWLEDGE AND SKILLS		Knowledge and skills are embedded across the curriculum through an exciting and purposeful curriculum and a structured framework for learning; pupils make links in all of their learning. Wembury pupils are confident and successful learners who demonstrate resilience. The school's values, expectations and ethos drives the curriculum, with the Learning Skills promoted, explored and celebrated at all opportunities.
	READINESS FOR THE NEXT STAGE OF EDUCATION		Wembury pupils live out their learning and behaviour in and around school; they understand how their choices impact on themselves and others. Wembury pupils leave primary school with the skills, knowledge, determination and positive behaviours which enable them to flourish in the next stage of education, encouraging them to be naturally inclusive and responsible global citizens.

