

# Art & Design Curriculum at Mulberry Primary



## **Art & Design**

*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

**National Curriculum 2014**

## **EYFS at Mulberry**

*In the Early Years, pupils will have access to mark-making areas in classrooms which include an appropriate range of materials, for example, paint, pencil, chalk, pastel and charcoal. Also, a range of implements will be ready and available for all pupils to use in the Early Years. For example, brushes and sponges. Papers of different textures, shapes, sizes, and colours will also be available for the children to use and experiment with. Additionally, other surfaces for mark making will be accessible for children to use. For example, chalk boards, whiteboards, easels, and large surfaces. Pupils will learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will be encouraged to use what they learn about media and materials in original ways, thinking about uses and purposes. A range of pictures and books showing a variety of artistic styles and ways of representation, including different cultural contexts, will also be shown and taught to pupils.*

## **Key Stage 1 at Mulberry**

*At Mulberry, it is our intention to offer all pupils a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils will use a range of materials creatively to design and make products. Pupils in Key Stage 1 will develop their skills when using different mediums- drawing, painting and sculpture. Pupils will develop and share their ideas, experiences and imagination through the art work they study and discuss as well as the individual/group pieces that they produce. Across the Key Stage, pupils will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

*Pupils will work from observation and known objects in order to develop their pieces of work. Pupils will be encouraged to use their imagination to form simple images from given starting points. Pupils will begin to collect ideas in sketchbooks and taught how to record their ideas effectively. Working with different materials will be something that children will be introduced to; a good foundation will be laid for children in regards to using different materials. Pupils will begin to think what materials best suit the task or the artist/movement of work being studied.*

## **Key Stage 2 at Mulberry**

*Pupils will create sketch books to record their observations and use them to review and revisit ideas through the year. Across Key Stage 2, pupils will improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Pupils will be taught to effectively and appropriately develop ideas by confidently selecting suitable materials. Teachers will demonstrate to pupils how to improve the quality of their sketchbook with mixed media work and annotations. Children will learn to select their own images and starting points for work. By doing this, pupils will develop artistic/visual vocabulary and they will be able to communicate their ideas and opinions when talking about their work and the work of others. Towards the end of the Key Stage, pupils will begin to explore possibilities, using and combining different styles and techniques based on the artists and movements they are taught and study.*

*Teachers present content clearly, promoting appropriate discussion and ensuring pupils can evaluate the work of world artists and designers they have studied. They check pupils' understanding of how to use art and design as a means of self-expression, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their art teaching as necessary.*

<b>Teaching &amp; Planning</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• The school's curriculum map shows the units to be covered each term</li> <li>• Use the school's medium term plan for each unit of work</li> <li>• Ensure plans are annotated and adapted to show how less able and those new to English will access the content.</li> <li>• Ensure more able children are planned for so that they can deepen knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• AFL should be used within each lesson to establish next steps for pupils.</li> <li>• Mini 'quizzes' should take place regularly to ensure content and skills are being learnt</li> <li>• Artistic skills should be seen and assessed within the lessons</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Teachers and key workers make observations regarding the pupils' development in this subject.</li> </ul>
<b>Marking &amp; Feedback</b>	
<p>Mulberry teachers use a variety of strategies such as regular and consistent feedback, coherently planned and engaging learning experiences and the use of individual sketchbooks to evaluate the knowledge, skills and understanding that our children have gained in art and design during each half-termly unit. As a result, pupils develop detailed knowledge and skills across the art and design curriculum and achieve the best possible outcomes; therefore, producing work of a high quality. Our pupils are equipped with the essential art and design knowledge and skills needed for the next stage in their education and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations.</p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Oral feedback</li> <li>• Written feedback</li> </ul>	
<b>Monitoring</b>	
<p>Leaders provide effective support for those teaching outside their main areas of expertise and as a result, teachers have good knowledge of the art and design curriculum.</p> <p>Monitoring will be undertaken by subject leaders and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> <li>• Learning walks during Art lessons</li> <li>• Scrutiny of Art sketch books and any other pieces (sculpture, multimedia, textiles etc.)</li> <li>• Scrutiny of 2 simple in EYFS</li> <li>• Regular planning checks</li> <li>• Discussions with pupils about what they have learnt</li> </ul>	