

Intent	<p>At Parc Eglos our Art and Design curriculum is designed to engage, challenge and inspire children through a range of cross curricular learning opportunities. We want our children to be inspired by a diverse range of artists, past and present, from around the globe but also focus on local artists. Art and Design encourages curiosity and equips our children with the knowledge and skills to experiment, invent and create their own bespoke works of art, craft and design. Our aim is for all children to think critically and develop a rigorous understanding of art. The art curriculum is progressive and carefully sequenced, enabling children to become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills such as collage, printing, sewing, dyeing and patterns.</p> <p>We also want our pupils to understand that the perseverance and attentiveness needed to complete an Art and Design project leads to a developing imagination, personal pride and gratification when becoming an artist at Parc Eglos.</p>				
Scope	<p><b>National Curriculum</b>  <b>Access Art - Skills and Knowledge</b></p>				
Key	<p><b>Knowledge of artists and designers</b>  Critically analysing the work of others allows pupils to understand compositional devices and then explore these in their own art. This is one of the best ways for students to learn. Pupils will learn about significant artists, pieces of art work and artistic movements.</p>	<p><b>Exploring and developing ideas</b>  At Parc Eglos, we value the process of development as much as the end result. Examination of ideas through other artists, peer work and their own thoughts enable pupils to process their own opinions and preferences. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce  Fluency: Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques  Experimentation: Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices  Authenticity: Pupils develop secure knowledge in the making skills below and how to use these to communicate their ideas through art.</p>	<p><b>Making skills</b>  Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.</p>	<p><b>Evaluating</b>  Pupils will look at the work of artists/designers as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What makes an artist/designer?' by developing an understanding of what is valid and quality. They will learn to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art.</p>	
Concepts	Mastery	Collaboration	Oracy	Vocabulary	Modelling

	(Aspirational)				
Underpinned by	<p>The Art and Design curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with sketchbook work being a continuous thread used in all year groups.</p> <p>From year 1 through to year 6, children are involved in an evaluation process where they can critically assess the work of themselves and others. children will assess the following areas each year: drawing, sketch books, printmaking, painting, collage, making and purpose/visual literacy/articulation</p>	<p>The Art and Design curriculum will contribute to children's personal development in creativity, judgement and self-reflection. Individual, paired and group work projects are encouraged to allow children to collaborate with their peer community and share ideas. Collaboration at the evaluation stage further enables children to solidify their opinions, ideas and preferences.</p>	<p>Children will be given constant opportunities to be able to question, evaluate and share opinions of artists and designers' work. Oracy based activities will give children the opportunity to voice their opinions and ask questions about units they are studying.</p>	<p>Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers at the start of each unit and modelled by adults in lessons. Children will also develop the vocabulary to critique art and use artistic terminology with confidence when talking about their own work, the work produced by peers and the work of established artists.</p>	<p>High expectations are exhibited within all Art and Design lessons. Across Key Stage 2, art lessons are delivered by a specialist artist, who frequently models technique. A wide range of artists' work is used in every unit as a model for that genre and to support the setting of high expectations. Pieces from a range of cultures, settings and time periods are all used to explore the history of art.</p>

**Quality First Teaching**

Through high quality teaching, we deliver a broad and balanced Art curriculum that builds on previous learning and provides both support and challenge for learners.

Children will be taught required foundational knowledge at the start of a unit of work to allow them to be able to understand and access new learning and concepts which are needed to make good progress. These build on cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build on existing knowledge.

Staff will demonstrate how to use Art and Design resources in various ways.

Key stage 2 have an artist who teaches their Art and Design lessons whilst using Access Art to ensure a wide range of skills and knowledge is covered.

Effective questioning by the adult is key to allow pupils to practise new knowledge and to help make links between new and prior learning. Adults' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used.

In EYFS, the children have daily access to a variety of media and materials which they can explore to produce their own creative work. Provision is carefully planned to suit the interests of the children, whilst developing the necessary skills they are working on. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development.

**Sketchbooks**

Children use sketchbooks (Y1 upwards) to experiment, plan and evaluate their own artwork. Children's sketchbooks will show cohesion between taught sessions with clear end points and children working with independence.

Knowledge organisers are used to support children's understanding and retrieval of key knowledge, skills, artists and craftspeople, and vocabulary. These organisers will be included in the sketchbooks at the start of each unit.

**Progressive Curriculum**

We pride ourselves on our carefully crafted, progressive curriculum that enables children to develop as artists throughout school.

Access Art is a well-respected and renowned resource that not only provides guidance on the development of skills and knowledge, but offers the opportunity for training for all staff.

A strong focus for teaching is the use of correct technical vocabulary, and this is provided through Access Art. The language is carefully planned and modelled by teachers through discussion to help embed this language in the children's long term memory. This is also reinforced through the use of knowledge organisers that are provided by Access Art.

	<p>We want to ensure that Art is embedded in our whole school curriculum and that opportunities for enhancing learning by using Art are always taken. Staff create a positive attitude to learning within their classrooms and reinforce an expectation that all children can achieve high standards in Art.</p>		
	<p><b>Community links</b>  We encourage links with our local and wider community as part of our curriculum provision. We value our relationship with CAST (Cornubian Art and Science trust) and through their school offer, children take part in a variety of workshops including print making and chromacopia. The annual lantern parade gives the opportunity for children to design and make their own lanterns that they can then display and exhibit in Helston. School based Art and Craft clubs are offered to different year groups at different times throughout the school year.</p>	<p><b>Evaluation</b>  Evaluation proves an opportunity for children to:</p> <ul style="list-style-type: none"> <li>- Discuss their development and final work</li> <li>- Help others understand what they were trying to achieve</li> <li>- Explain their successes and weaknesses</li> <li>- Demonstrate their knowledge and understanding</li> </ul> <p>Evaluation is highly regarded and children engage in this process after every taught unit as well as being a theme that is threaded through lessons.</p>	<p><b>Inclusivity</b>  Inclusivity is about creating safe, welcoming and equitable environments; where everyone is valued no matter their background, identity or circumstances; and where everyone is supported to realise their full creative potential with an increased sense of belonging. Art lessons at parc Eglos school welcome a variety of abilities, genres, cultures and preferences. All children enjoy engaging in art activities. The secure and safe environment that we create by teaching children to evaluate as a critical friend, allows each child to express their individually, emotions, thoughts and beliefs.</p>

	Pupil voice	Evidence in knowledge	Evidence in skills	Outcomes
Impact	<ul style="list-style-type: none"> <li>• Sketchbooks and final creations will reflect progression of knowledge, skills and understanding. Staff assess each child at the end of the unit.</li> <li>• Increasing percentages of children will achieve Age Related Expectation, and this will be evident on the end of unit assessment documents.</li> <li>• The assessment process will demonstrate that children can choose and use art tools appropriately.</li> <li>• Children's sketch books will evidence progress, through use of key vocabulary, skills development and ability to understand and draw on the work of others to inform and influence their own work.</li> <li>• Pupils will speak enthusiastically about art and design and articulate what they are learning and why it is important.</li> <li>• Children will be excited and passionate about art, keen to participate and speak enthusiastically about their learning.</li> <li>• Children will develop independence when selecting the materials and skills they wish to use.</li> <li>• Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.</li> <li>• Children will be aware of the work and impact of great artists, using them as inspiration for their own work and recognising their historical and cultural importance.</li> <li>• Children will know that different artists lived at different times in history, and that their art work can help us understand what life was like in different time periods.</li> <li>• Parents will see their child's confidence, knowledge and skills in art increase.</li> <li>• Sketchbooks are key to capturing pupils work. Additionally, pupil work is displayed in classrooms/communal areas as a wider public display of artwork is a critical part in the artistic process.</li> </ul>			