



Curriculum Intent Statement for Art and Design Curriculum



Local context

Long Lane Primary is a Community Primary School, built in 1966 and maintained by West Berkshire Council. There are links with Pangbourne College, with opportunities for KS2 children to visit for a 'DT day.' In the local area there are links to the great engineer, Isambard Kingdom Brunel with the Great Western Railway and the Tilehurst Road Bridge.

Intent

At Long Lane the art and design curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design, developing their own **independent** style, using a rich imagination. We want pupils to use **curiosity** to develop critical thinking, and a better understanding of art and design, especially how artists thought processes and experiences have influenced their work. They will know how art and design has shaped our history, culture and nation and form individual ideas about how they can have a place in art and its representation. We believe that learning to effectively critique their own and the work of others. This supports building **resilience** and shaping ideas around their environment and make a true contribution to **community**. Children are encouraged to make improvements towards a final piece (with purpose) and reflect on this.

Implementation

At Long Lane Primary School, this element of the curriculum is taught using The National Curriculum. When appropriate, art and design lessons are taught as part of a half-termly theme of work, which links with other areas of curriculum: history, geography and design and technology etc. We recognise that sometimes art and design is best taught in discrete lessons so that the knowledge, skills and understanding of art and design can be taught effectively. Pupils will have opportunities to use a variety of resources and use our outdoor environment to inspire their work. Art and design has a **progression map** setting out the knowledge, skills, understanding, vocabulary and cultural capital opportunities for each year group. The progression map shows a coherent progression in

expectations, all meeting the national curriculum programme of study for art and design. The **Curriculum Overview** for art and design sets out how the curriculum will be met throughout the school. This shows a cohesive and bespoke interpretation of the curriculum. Sculpture, painting and drawing are taught through a range of great artists and artwork, creating a familiar and progressively more challenging curriculum each year, culminating in year 6, with pupils expected to draw their knowledge, skills and understanding together to create artwork that carries a message.

- A broad and balanced art and design curriculum that is inspiring and engaging
- A clear path to enable them to see their progress across a range of art and design forms
- An art and design curriculum that compliments other areas of the curriculum, whilst addressing the necessary knowledge and skills of the National Curriculum
- The opportunity to be creative and expressive through their work
- To ensure pupils learn about artists and designers that have influenced history and culture in Britain and abroad.

Early Years Foundation Stage

During the EYFS, pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. They will have the opportunities to learn to:

- Use different media and materials to express their own ideas
- Make plans and create with a purpose in mind using a variety of resources, adapting their work where necessary
- Develop skills to use simple drawing tools and techniques appropriately, effectively and safely
- Appreciate artists work, picking out colours, feelings, textures

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

Impact

The impact of the art and design curriculum at Long Lane Primary is that we ensure that our children progress to secondary school with the confidence to express their creativity in the subject. They have a good understanding of art and design and its impact on culture and history. They know about artists and designers and how they have influenced the world and country. They are confident that they have the skills to attempt all elements of art and design.

- Use what they have learnt about media and materials in original ways, thinking about form, creativity and purpose
- Compose and experiment to form a piece, taking inspiration from a range of artists
- Choose and use a range of materials, considering which is best for their intended purpose or idea
- Develop skills to use simple tools and techniques appropriately, effectively and with individuality
- Evaluate and adapt their work, critiquing own and others work where appropriate
- Express views and ideas about a range of culturally diverse artists from different times and places, considering time in history and experience.

Pupil assessment and attainment

Pupil's skills and knowledge are assessed by the class teacher and Art and Design coordinator through observation, work scrutiny, thoughtful questioning and pupil voice. Summative assessment will be through mini-quizzes and end of project assessment against success criteria.

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

Monitoring and School Improvement Planning

The Art and Design Lead, the Headteacher, with support from the Governors regularly review and quality assure DT across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)