**Art and Design Intent**

At Bedford Drive Primary School, we have constructed an ambitious Art and Design curriculum, which follows the content of the EYFS statutory framework and the National Curriculum.

The Art and Design curriculum feeds into the whole school curriculum structure of ‘Self’ ‘Society’ and ‘Global’ which builds upon prior knowledge, development and understanding. Our Art and Design curriculum is a knowledge-engaged one, meaning that children learn skills alongside knowledge, ensuring that both are explicitly developed.

Values are a crucial element of our curriculum and are woven into Art and Design, along with our UNICEF Rights Respecting School status. We provide opportunities for children to discuss feelings and opinions about their own artwork and the work of others, respect and value the work and opinion of others, work collaboratively on projects and be respectful towards each other’s ideas and abilities.

We have planned a range of experiences for pupils to enhance the Art and Design curriculum. These experiences such as visiting local art galleries, participating in workshops or engaging with artists are opportunities, which children may not normally have access to. The range of experience and learning opportunities we offer ensures that our children benefit from a variety of spiritual, moral, social and cultural activities.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in Art and Design. Expectations are high for every pupil with appropriate levels of challenge and support. The scheme of work, which we have created at Bedford Drive is ambitious; helping children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about Art and Design.

Within our scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that children are able to revisit previous learning and help them to transfer this learning into their long-term memory. We aim to build schemas to help our children make meaningful connections, develop higher thinking orders and deeper understanding.

Within the Art and Design curriculum, we have identified clear end points for each Key Stage and ‘sticky knowledge’ for each year group. We are ambitious for all of our pupils and expect them to work towards and achieve these end points in Art and Design.

**EYFS End Point:**

By the end of Foundation 2, pupils will have safely explored and used a variety of tools, techniques and materials. They will have learnt about how to use and combine media and materials and have represented their own thoughts, feelings and ideas through discussions, drawings and models. This will prepare our children to readily access the KS1 curriculum.

**KS1 End Point:**

By the end of Key Stage 1, pupils will be taught the knowledge, understanding and skills needed to support them through Art and Design curriculum. Pupils will have had opportunities to record experiences and observations, started to explore media and materials and their properties; begun to develop art appreciation language, through analysing the work of great artists, craft makers and designers. This will enable pupils to move into KS2 with strong, basic skills, ready to develop sketchbook work and art appreciation further.

**KS2 End Point:**

By the end of Key Stage 2, pupils will have developed artistic techniques, including control and creativity, as well as experimenting with a range of media and materials, with increasing awareness or a range of art, craft and design, which will prepare them for Key Stage 3 Art and Design.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures, which has helped us to design an Art and Design curriculum that is ambitious. It will ensure our children can successfully meet the challenges in the next stage of their education and lives. It will crucially, empower them to feel that their Art and Design education has purpose and value. They will develop experiences in which they can be of service to the community and wider world.

Oracy is a key element of the curriculum and the development of vocabulary is paramount. For Art and Design, we have clearly identified vocabulary that builds up progressively. Children also get opportunities to develop oracy skills through talking about and appreciating the work and viewpoints of themselves, as well as others.

Through Art and Design, we intend that the children should become:

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement in Art and Design. We provide opportunities and experiences for our children to see possibilities available for their future and for their world.

**Self - Confident individuals** – we want our children to enjoy coming into school and have constructed a curriculum to promote and develop a love of learning and encourage curiosity; whilst ensuring they live safe, happy, healthy and fulfilling lives.

**Society - Responsible citizens** – we aim to offer experiences, which help them become resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature within our schemes of work; children are exposed to a range of great artists, craft makers and designers who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of humankind. We utilise the wealth of galleries and museums in Wirral and Liverpool.

**Implementation**

At Bedford Drive Primary, we are committed to supporting and training our staff. To help staff improve their Art and Design subject knowledge, we are linked to local subject networks, have staff CPD sessions and are a member of Access Art.

We are determined that our children are taught by knowledgeable experts, all teachers are helped through planning meetings, shared teaching and courses to improve their subject knowledge.

We support and advise staff with how to demonstrate and explain Art and Design concepts to children. Teachers use a range of resources such as books, images, websites and artefacts to help them develop pupils’ discussion, oracy and presentation skills. Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson.

Common misconceptions are identified when planning Art and Design lessons to avoid common errors when teaching, for example with colour mixing or positioning of facial features.

We implement our Art and Design schemes of work through well-structured lessons; ensuring that we revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory.

Our ambitious and carefully sequenced Art and Design curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within Art and Design.

We use a ‘mastery’ approach within Art and Design; this ensures that pupils are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within Art and Design. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected.

Key vocabulary is identified and used and as oracy is an important part of our curriculum, we ensure that pupils have opportunities in Art and Design to discuss, debate and present their work, thoughts and opinions.

**Self - Successful learners** – we teach lessons that have chances for pupils to be creative, curious and to articulate their thinking, ideas and opinions.

**Self - Confident individuals** – we teach lessons that give opportunities for pupils to express their thoughts, ideas and opinions, as well as taking into consideration the opinion and viewpoints of others.

**Society - Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society.

**Global -**. Cultural capital is a key feature within our schemes of work; pupils are exposed to a range of artists, craft makers and designers. We have selected designers and artists to study, male and female, who share the context of the pupils. To build pupils’ cultural capital, they also study the work of designers and artists who are nationally important.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning and short-term interventions.

Our tracking system, Insight, allows staff to assess systematically what they children know as the Art and Design unit of work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support in a specific area in Art and Design and incorporate this into planning. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the Art and Design curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent; ready to tackle any challenge that they may face. Our curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

Our full and rich Art and Design curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their Art and Design learning. Children who have a wide vocabulary and can discuss works of art, designs and craft. Basic skills taught will enable children to move to the next stage of their learning and knowledge will equip our children to be good citizens in a multi-cultural Britain.

**Confident individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through Art and Design children can confidently articulate their learning, voice opinions and are able to use art skills and media effectively.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo. Utilising art and design skills, knowledge and techniques the children can represent ideas and concept through art and design.