



Deighton Gates Primary School

Curriculum Overview: Art and Design



Intent

At Deighton Gates Primary School, our intent is to deliver 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.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In order to achieve these aims we have designed an ambitious curriculum that is coherently planned and sequenced and fulfils the requirements set out in the [National Curriculum](#). We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject. We use these threshold concepts to ensure that our curriculum offer in Art and Design is coherently planned and enables pupils to make progress within each discipline.

The [Threshold Concepts](#) in Art and Design are:

Developing ideas

This concept involves understanding how ideas develop through an artistic process.

Mastering techniques

This concept involves developing a skill set so that ideas may be communicated.

Taking inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

This [document](#) sets out the specific, intended progression for each threshold concept.

Sequencing

The curriculum has been sequenced to ensure that children develop the knowledge and skills defined in each threshold concepts. Each concept is split into key milestones; and children work towards mastering these during different stages of their education.

EYFS:

Years 1 and 2: Milestone 1

Years 3 and 4: Milestone 2

Years 5 and 6: Milestone 3

This approach has been adopted to promote regular opportunities to revisit learning as well as supporting the acquisition of knowledge into long term memory.

The [Art and Design Long Term](#) Plan sets out the intended sequencing of the curriculum.



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Implementation

The intended Art and Design curriculum is implemented through the planning, teaching and assessment of the subject as a specific discipline in each year group. The teaching of Art and Design is alternated with Design and Technology and has been designed to make purposeful links between subjects where possible. The detailed Long Term Plan (see link above) sets out when, within the curriculum's design, each concept is taught, revisited and assessed.

During each teaching sequence or 'unit' of art and design, teachers collect evidence and make summative assessments of each child's progress and attainment against the defined milestones. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

Art: Threshold Concepts:			
To Develop Ideas:	To Master Techniques:		To take inspiration from the groups:
Children working below the age-related expectations	Basic: Expected Children are working at age-related expectations with a basic grasp of the threshold concepts.	Mastery Children are working at the age-related expectations but have mastered the threshold concepts.	Identified Pupils with a Specific Talent:

The aim is to ensure that all children develop at least a basic grasp of the threshold concept; with many mastering the defined concepts by the end of each stage of education. (Year 2, 4 and 6). Where necessary, the whole team are able to identify specific pupils with special educational needs and/or disabilities, as well as those with an identified specific talent; and adapt the curriculum's implementation accordingly. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the Early Excellence tracker system. Age related expectation levels are reported to parents at the end of the reception year.

Impact

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

Annual reports are created and shared with governors to highlight the impact of the implemented curriculum, its strengths and areas for review.