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| **Art & Design Curriculum** | | |
| **Scope** |  | **Components- content and skills to be taught** |
| * National Curriculum coverage * Deliberate decisions made about what is taught when, building from EYFS with key strands identified (at least Drawing, Painting, Sculpture, as identified in the National Curriculum) | ●  ● | Key skills are identified through the strands, showing  progression from Nursery to Year 2  Vocabulary is carefully picked out showing progression, building on year on year |
| **Lesson sequencing** | |  |
| * Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other focusing on one artist or genre * Lesson 1 will be learning about an artist or genre * Focused tasks in which children develop particular aspects * of knowledge and skills will take place across at least 2 * lessons. * The final outcome for a unit (composite) will be to create a piece of art work inspired by the studies artist * Children will evaluate their work and celebrate by displaying their artwork in a ‘class gallery’ | ●  ● | Artists and designers to be mapped out to learn about from  Nursery to Y2  Children will have access to texts which match their ability to support Art learning and artists  Sketch books are focus on showing the progression of skills |
| **Retrieval** |  | **Enrichment** |
| * Planned and systematic opportunities for prior learning to be retrieved – from **previous units of learning** * Opportunities for prior learning to be retrieval – from **previous lessons**, within the lesson design * Opportunities to recall artists |  | * Out of school visits are planned for some units where this will enhance the learning. * Junior school links are established for support in resources and tools, expertise and Y2/3 transition * Art based extracurricular clubs where possible * Involvement in regional and national initiatives |
| **CPD** |  | **SEND Adaptations** |
| * Evidence of CPD undertaken by lead. * Attendance at TPAT Art Forum. * Evidence of CPD provided for staff. | ●  ● | Barriers to learning are identified early.  Encourage evaluations to be done using pictures and child’s  voice where possible and then recorded by an adult. |
|  | ● | Identify where barriers to learning are in the sequence of  learning for specific adaptations for the 4 area of need |
|  | ● | Adaptation of tools (e.g. size of tools, pencil grips etc) |
| **Monitoring** |  | **Assessment** |
| * Monitoring schedule in place for Writing * Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted * There is evidence of children showing knowledge and understanding in sketchbooks * Children can talk about artists and designers * Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the focus areas in the units taught. | Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding   * Assessment strategy in place for art clear to staff and children | |
| **Impact** | | |
| * The intended Art & Design curriculum is enacted. * Children have developed a love of art and can talk about it enthusiastically * Children are developing cultural capital by increased knowledge of artists and artistic movements in history * Children are knowing more, understanding more and doing more aligned to end points decided on by school. * The writing curriculum is accessible to all children. * Children are showing a progression of skills and evaluations are of a high standard | | |

