




















# Art and Design Curriculum





## Glascote Academy Curriculum

Aim	Our aim is for every child to be a citizen of the world with an instilled sense of <b>Pride</b> in themselves, in their work, in their school and in their community							
Trust Vision	Inspiring all to excellence							
Trust Values	We care 	We leave no-one behind 	We celebrate individuality 	We are brave 				
Virtues	Perseverance 	Respect 	Inquisitive 	Duty 	Expressive 			
Big Ideas	G Globalisation 	L Leadership 	A Adventure 	S Significance 	C Change 	O Observe Critically 	T Traditions 	E Enterprise 



# Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

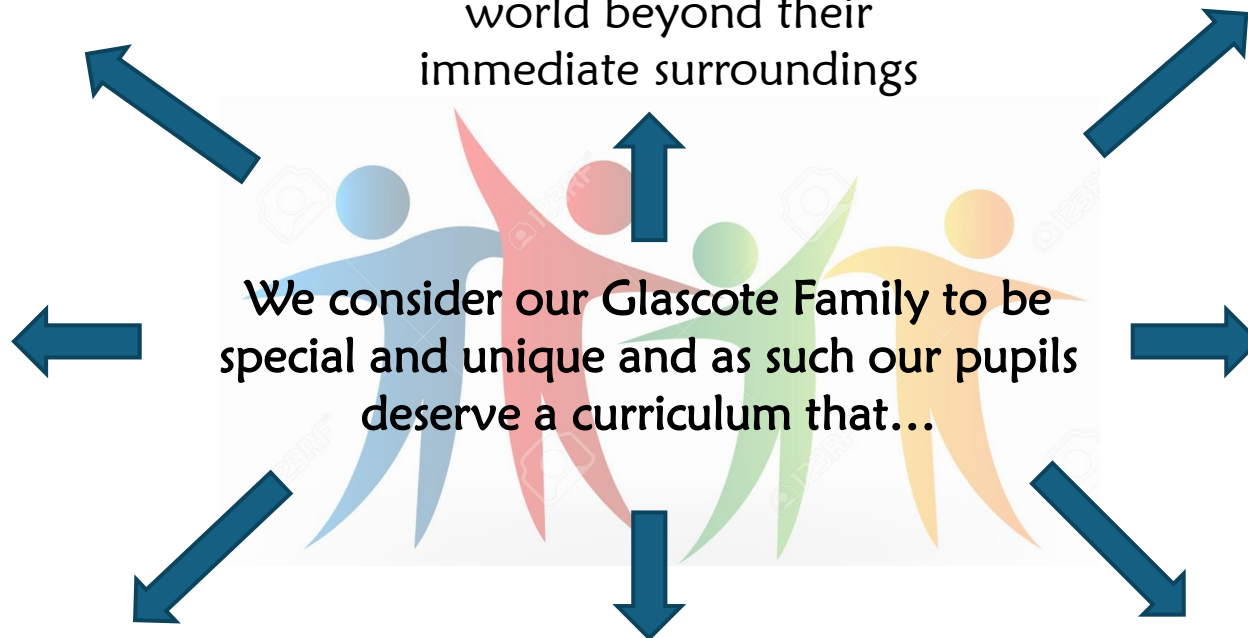
We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

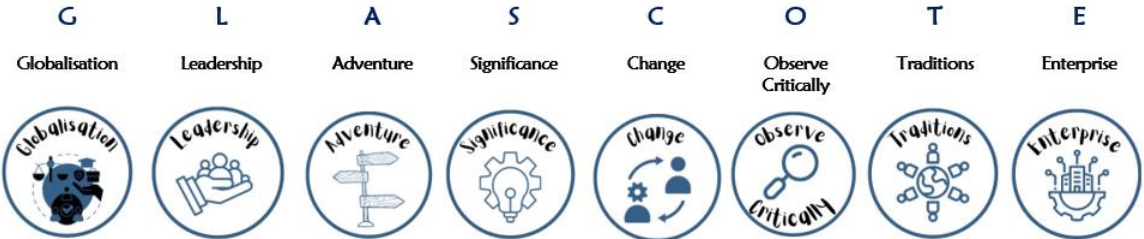
Builds character, resilience, self-motivation, and a will to succeed



**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Art and Design long term plan with key concepts)

**Big Ideas:**

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.

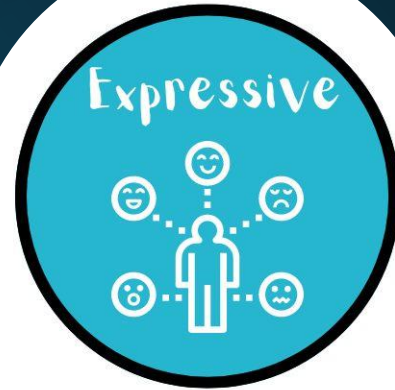


**Character Virtues:**

These are the underpinning qualities and character traits stemming from ‘*Pride*’ that we desire all of our children, and staff, to demonstrate.



# IMPLEMENTATION – Our approach



At Glascote Academy we have sequenced the Art and Design curriculum carefully, ensuring that each lesson builds upon the previous one and scaffolds learners' knowledge and skills progressively. We have created opportunities for learners to explore different media, techniques, and styles, as well as learn about Artists from different time periods and cultures. Furthermore, we have embedded opportunities for pupils to critique their work constructively and receive feedback from their peers and teachers.

# IMPLEMENTATION – Our approach

Our curriculum coverage in Art and Design at Glascote Academy:

During lessons, our children will:

- Learn and develop key art skills (such as line work, drawing and colour theory)
- Learn about a focus artist
- Research the artist and their work – discussing and giving own opinions.
- Experiment with medium
- Create own piece inspired by the artist and children's wider world
- Evaluate

At Glascote Academy, we provide our teaching staff with relevant and important CPD to build confidence and knowledge. This has taken the form of subject specific practical and theoretical Professional Development Meetings, Year Group coaching and team teaching. Curriculum overviews, resource lists for each unit and example planning are provided for all staff also.



## EYFS Development Matters 2024: Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

## Key Stage National Curriculum Expectations: Art and Design

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

# IMPACT– Our approach

At Glascote Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays, and Curriculum Power Points.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

