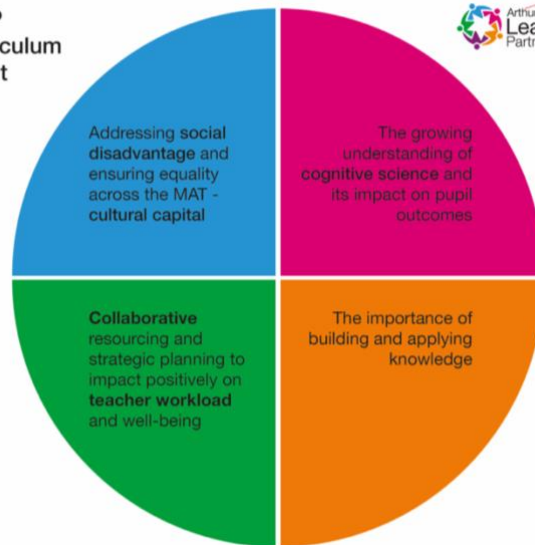


Intent:

ATLP
Curriculum
Intent



Art Vision

We aim to provide pupils with the confidence to express themselves effectively through art, by allowing them to develop the practical skills they need to bring their ideas to life. Children should also be able to appreciate the work of artists from the past and present, voicing their opinions on pieces articulately and giving reasons.

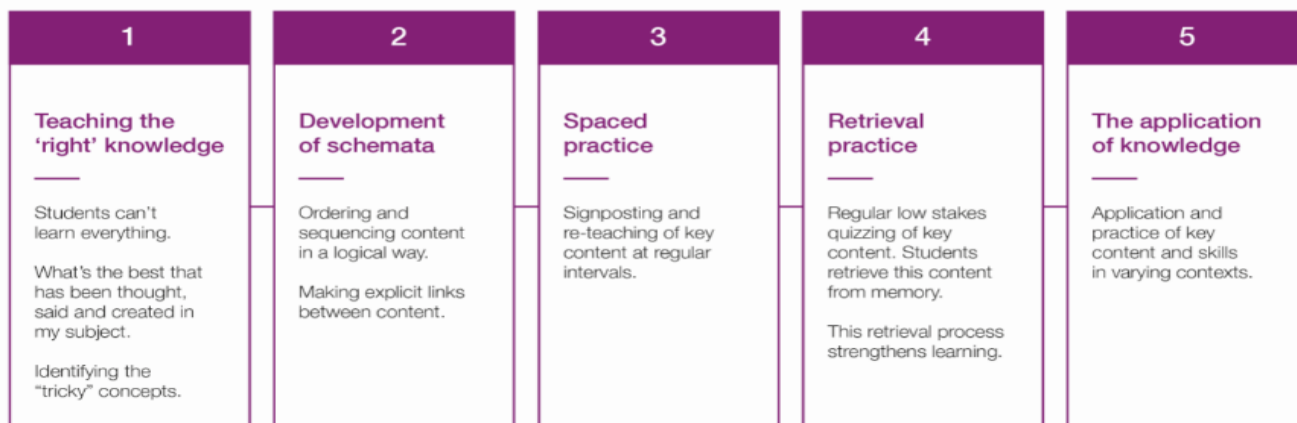
Key features of our curriculum:

The curriculum is based on the children repeating three key mediums of art across all year groups, furthering their knowledge and developing their techniques as they progress through school. These are: **drawing, painting** and **sculpture**. Children develop and progress their ideas through the process of scrapbooking.

Each termly unit of work focuses on a central idea (e.g Capturing Light in Art) and involves four steps that all incorporate examples of high-quality art for appraisal and opportunities for children to explore and create their own artwork:

1. **Inspiration**
2. **Master Techniques**
3. **Create Work**
4. **Enhance, Reflect and Evaluate**

Implementation:



Teaching Principles:

Implementation of the curriculum is based upon the 5 principles above. Cognitive science is a fundamental part of these principles, and they have been designed based on research into the working memory and long-term memory, considering how learning can be constructed to maximise the information retained by children. These principles underpin the long and medium term planning of Art, as well as the way in which individual lessons are planned, delivered and sequenced.

Lessons are planned so that the cognitive demand is suitable for all learners, guiding learners through new knowledge in smaller, manageable steps. Dual coded lesson presentations, knowledge organisers and resources within the classroom environment are used to support learners in their learning of new knowledge. Thinking maps are used where appropriate for the children to record and explain their learning. Oracy is on a developing journey at William MacGregor. Our aim is for it to be fundamental to our teaching; through high quality oracy education children learn through talk, to talk. We aim to use an Oracy framework to plan explicit and systematic teaching of oracy throughout the Art curriculum.

Verbal feedback is a key component of the teaching of Art, as it helps children to understand how their work can be improved in the moment, as well as how to develop a better consequent piece.

Staff Development:

Staff development is focused upon feedback given according to the principles of cognitive science, with monitoring guiding 1:1 support of staff in their Art teaching.

CPD for Art is an area for development currently to ensure that the new Art curriculum can be delivered effectively. The focus of any training will be securing strong subject knowledge across the school, especially for early career teachers.

Assessment:

Formative assessment is used in every lesson to inform next steps in learning and to ensure learning has progressed to the long term memory. Teachers use spaced retrieval and low stakes testing to assess knowledge and understanding. Knowledge organisers, diagrams and thinking maps are becoming more embedded as forms of assessment in Art.

Monitoring:

Monitoring is undertaken by the subject lead. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

Moderation:

Moderation of teaching provision externally is currently within development as part of the ATLP Quality Circle process. As planning becomes embedded, opportunities may be offered to moderate Art across a number of partnership schools.

Work-life balance:

As of September 2020, most year groups have Art units that have been developed by the ATLP Art Quality Circle. This means that less time needs to be spent on resourcing and planning lessons, and instead teachers can spend time ensuring their understanding of the more demanding content.