Priestmead Primary School
Curriculum Vision: Art

Intent	Implementation	Intended Impact
At PPS our core principle is that all children will 'Move Onwards and Upwards Together' and we think this is key to our teaching of Art. We believe that every child should be given the opportunity to explore Art and build on their knowledge through exciting and enjoyable lessons. We know that every child has the potential to become an artist and it is through our successful lessons that they are given the chance to do this. At Priestmead our aim is to inspire children's curiosity and love of expressive Art and Design. Art and Design provides the children with an opportunity to express their individual interests, thoughts and ideas. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have adopted The Primary Knowledge Curriculum which places 'Powerful Knowledge', knowledge that takes students beyond their own experiences, at the heart of the primary curriculum. The knowledge in our curriculum is carefully chosen, sequenced in a meaningful way that enables children to progress incrementally and is highly specialised. Each unit builds on another to ensure progression of skills and knowledge as children go through our school. The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to our culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle-ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century	• To ensure a high standard of education in Art, we ensure: • Lessons are purposeful • The children receive outstanding modelling from the teacher and rich discussion with quality questioning, which encourages children to question and investigate • Yearly progression maps (for each subject) ensure that learning is progressive and systematic. Coverage of National Curriculum is broad and in depth as a result. • The overall curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). • Children practice key knowledge through regular quizzing to move learning into long term memory • Children improve understanding of key vocabulary through regular use in lessons, quizzes and on displays • Analysis of progress informs planning and grouping • Teachers are aware of where links can be made with other subjects • Educational trips can be related to Art lessons • Monitoring of children's work and teacher's planning is regular • Displays are engaging, contain helpful information, related to the topic and are up to date 	Intended Impact: • Know, apply, and understand the knowledge, skills and processes specified in the relevant National Curriculum programmes of study. • Have a deep understanding of the Art and Design curriculum so that they have a secure substantive and disciplinary knowledge to equip them to learn well when they encounter new knowledge in Key Stage 3 and future learning. • Have a coherent knowledge and understanding of the elements of art and how this helps to develop structure in art. • Demonstrate an understanding of how key events and individuals have shaped the world as we know it. • Develop their own personal development in the areas of creativity, independence, judgement and self-reflection. We measure the impact of our curriculum through the following methods: Assessment against knowledge and skills on our school's assessment system, Moderation staff meetings where pupil's books are scrutinised, annual reporting of standards across the curriculum and marking of written work in books. 