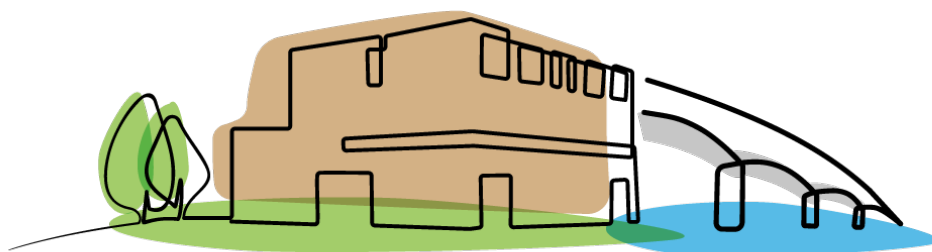


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

Art & DT Curriculum



In partnership with Lion Learning Pathways



ART & DT CURRICULUM

Intent

At Valentine, our Art and DT programme of study links across curricula to complement pupils' wider understanding of topics and concepts. Learning is structured to ensure that pupils develop a deep understanding of:

- **Practical skills of art and design - concentrating on method and technique;**
- **Theoretical knowledge of art - including the history of art;**
- **Traditional, modern and contemporary paradigms of art.**

Moving away from our previous curriculum of simply imitating art, our new curriculum aims to support pupils in critically evaluating artists and their work. This is achieved through debate and dialogue about technique, perspective and methods used.

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6.

Pupils are encouraged to build on their developing knowledge in other subject areas. For example - pupils studying the Bronze Age in Year 1, create cuneiform tablets in Art as they develop an understanding of the ancient form of writing. It is through this cross-curricula study that pupils develop wider schema links.

Moving away from performance outcomes

What you will not see in Valentine pupils' sketchbooks is a mimicked drawing each lesson that attempts to recreate the work of a famous artist.

Lessons are designed to enrich our pupils' understanding of the process of art as well as developing their knowledge of the history of artists and their time. To this end, some lessons are focused more on discussion and appreciation - with pupils reflecting on what they do or do not like about methods artists use. Once pupils have this deeper background knowledge, teachers will explore the skills and techniques - with children able to experiment, test out and create.

Planning

At Valentine we know that presenting pupils with facts in a way that is disconnected and disordered leads to cognitive dysfluency. Pupils find it difficult to connect schema over time and this leads to knowledge and skill deficits which can hinder progress at the end of key stages.

Planning is explicit and the lesson visuals support pupils emerging language development - with key word banks presented at the very beginning of each lesson. This enables our pupils to use the language of art and design appropriately and with increasing accuracy.

"Art offers sanctuary to everyone willing to open their hearts - as well as their eyes"

Nikki Giovannix

Experiential learning

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Class design tasks – such as mosaic making to create a class display
- Design tech composite tasks such as sculpture exhibitions
- Writing – pupils using artists work as a muse to write stories or to interpret feeling.

Valentine Great Exhibition

At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall is transformed into an exhibition venue where parents and carers are invited to see the product of learning.

Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.



The exhibition provides pupils with a platform to talk about and articulate their learning in Art and DT.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit – bringing the classroom and home closer.

Assessing pupil progress in Art and DT

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.