



SJF 'The Big Picture Curriculum'

INTENT - ART and DESIGN

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>								
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>				
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)		Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and				
		Highly effective teaching & learning is dependent on...								
How are we going to organise learning to achieve our aims?	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers			
		Trips and residential	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish			
	Pedagogical approaches	<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul> <p>Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington</p>			<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'	
		Depth is embedded by...						...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and			
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning				
SJF areas of learning	National Curriculum	<b>Enrichment</b>								
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships				
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback				
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)			
	Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing		
Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing				



## INTENT - ART and DESIGN

### **Intent of curriculum:**

At St John Fisher our school motto, **‘Together we grow in God’s love, learning to be the best we can be’** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to **‘Love, Learn, Achieve’** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

We intend that children at St. John Fisher should master Art and Design to a degree that they use art, design and technology effectively in their everyday lives and possibly go on to have careers within Art and Design. The children are taught a range of skills and knowledge that build on previous learning. The lessons follow a sequence that gradually progresses as they enter the next year group. Children at St. John Fisher learn about the formal elements of art and design in a range of opportunities that allow them to be creative, think critically and solve real and relevant problems. Children are given opportunities to express their ideas and thoughts about the world and to learn about the heritage and culture of Great Britain and beyond.

### ***By the end of Reception: Outcomes***

#### **Expressive Arts and Design**

##### **Creating with Materials:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

##### **Being Imaginative and Expressive:**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### ***By the end of Year 2: Outcomes (Refer to the Curriculum Maps, Progression of Skills map)***

#### **Art**

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.



## ***Design and Technology***

### Design

- Design purposeful, functional, appealing products for themselves and other users, based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

***By the end of Year 6: Outcomes (Refer to the Curriculum Maps, Progression of Skills map)***

## ***Art***

- Create sketch books to record their observations and use them.
- 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.

## ***Design and Technology***

### Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.



### Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

### Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- Apply their understanding of computing to program, monitor and control their products.

### **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

We follow the **Kapow Art** scheme which revisits four key strands in every unit. These strands include making skills, formal elements (line, shape, tone, texture, pattern and colour), knowledge of artists and evaluating. These key skills are revisited in both key stages to ensure there is a progression of skills across the curriculum and to provide support and challenge for all learners. The units of work scaffold the children's learning and develop their understanding of key artists through practical work. The children are encouraged to be creative and independent thinkers who are learning to make their own choices so the pieces of work are personal and unique to each child. The scheme offers differentiated guidance to support the learning of all children including those with individual needs and to stretch the learning of higher attaining pupils.

The scheme provides videos from two points of view. Pupil videos demonstrate the step by step process and techniques we encourage the children to use appropriate for their specific lessons. There are multiple teacher videos which shows experts and subject specialists reinforcing key knowledge and skills.

Children at St. John Fisher have started to use sketchbooks as a visual bank of children's learning and ideas. They continue to be used the following year within their phases so the progression of their skills and knowledge is demonstrated clearly. Knowledge organisers are used to support the children's recall of the key vocabulary.



## St John Fisher RC Primary School

We teach Art on a weekly basis over three half terms and DT over three half terms. Some year groups block the DT lessons together so children have a better understanding of the topic and they can apply their skills and knowledge more effectively. Children make pieces of art for the school windows to promote whole-school themes such as 'Wellbeing Fortnight'.

### **Monitoring Impact:**

Children are encouraged to continuously evaluate their work. Dialogue and discussion is key to involve children in the decision making process and the improvements to make so they are confident in their own learning journey.

At St John Fisher we ensure the effective monitoring of the impact of our curriculum by ensuring our leadership team carry out a range of activities. In addition the leadership team support phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments, data analysis and pupil voice.

An evaluation of all of the above activities feeds in to their subject review and leads to their subject action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. These action plans feed into our overall School Development Plan, where appropriate. Subject leaders update and inform school governors regarding teaching and learning in their subject and the impact of the curriculum on learners.