

Parson Street

Art & DT Curriculum Overview 23–24

Intent

Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

Art & DT Curriculum Intent

- Children will have the opportunities to develop and extend skills and express their individual interests, thoughts and ideas.
- Children will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Children will produce creative work, exploring their ideas and recording their experiences.
- Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Children will evaluate and analyse creative works using the language of art, craft and design.
- Children will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Through learning about a wide range of Art and Crafts, from various cultures, we hope to not only develop the children's passion and love of the subject but also build a respect, natural inquisitiveness and an appreciation of art in all its forms which they may carry with them throughout their lives.

Implementation

Curriculum

- National Curriculum (on two year rolling cycle where relevant)
- States of being as an artist and an engineer
- Discrete weekly lesson
- Focus on local artists and designers
- Core knowledge outlined in Knowledge Organisers
- Knowledge organisers highlight prior learning to ensure building of knowledge and skills
- Flashback Four to support embedding of knowledge
- Progression of Tier 2 and 3 Vocabulary outlined on knowledge organisers
- Access to appropriate tools, materials and models to develop skills

Pedagogy

- Quality First Teaching
- Inset Days/Twilight
- Knowledge Organisers
- CPD
- Coaching
- Phase Meetings

Assessment

- AFL within lessons
- Sketch Books
- Photo evidence
- Final outcomes
- Monitoring

Culture

- Sketch Books
- Displays
- School trips
- Art Club
- Visitors and links with local artists
- Local art events

Systems

- Joint curriculum for composite classes

Impact

Internal measuring of impact

- Teacher assessment – Feedback
- Curriculum Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins
- Book and planning looks

Whole School Impact

- Curriculum review days
- Trust moderations