

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Art & Design Curriculum



Following Jesus, The Good Shepherd, in all we say and do

Intent: Art and Design

Curriculum

In the light of our School Mission Statement 'Following Jesus, The Good Shepherd, in all we say and do', we believe that our faith is the centre around which the planning, teaching and learning in our school is focused. The Virtues we Live by provide the foundations to the core of our aims, objectives and behaviour in providing the sure foundation on which the seeds of faith can be nourished and flourish in the hearts and minds of everyone in our school community.

Our Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Progression in each discipline has been deliberately woven into the fabric of our curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition, to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module focuses on developing different aspects of the competencies.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupil Progress/Assessment

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. At The Good Shepherd we assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions which are used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard.

The best form of assessment in art is in-action, while our pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.



Following Jesus, The Good Shepherd, in all we say and do

Reasonable adjustments for pupils with SEND:

As part of our planning and preparation for the delivery of each block, teachers consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, further adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.