





Art and Design Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for Art and Design aims to ensure that pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 			
Curriculum Intent			
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should be fun and absorbing. As pupils progress, they should be developing critical thinking and analysis of their work and the work of other artists and designers. They should also know how art and design are important across different areas of life and have shaped our history, and contributed to culture, creativity and wealth.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in Art and Design. Using the 'Grammarsaurus' scheme of work as a foundation, units of study are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions' and using different artists to explore techniques, media and genres. Art and Design activities provide opportunities to enhance and embed knowledge and skills in other curriculum areas. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>The Grammarsaurus scheme provides a clear skills development pathway, with key expectations in each Key Phase: KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Art			
<div> <div> Motivation/ Resilience <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up </div> <div>  <p>I'm Wilbur Woodpecker</p> </div> </div>	<div> <div>  <p>I'm Olive Owl</p> </div> <div> Engagement/ Reflectiveness <ul style="list-style-type: none"> Planning Reflecting Thinking things through </div> </div>	<div> <div>  <p>I'm Betty Bee</p> </div> <div> Collaboration/ Reciprocity <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. </div> </div>	<div> <div> Thinking/ Resourcefulness <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who? </div> <div>  <p>I'm Samuel Squirrel</p> </div> </div>
<p>I can't get the glue to stick. I need to work on using a pencil to create different line weights. I thought my piece was bad, but I can see there are some good bits to work on.</p>	<p>How does changing the shading, change the result? Why did Caravaggio use those colours?</p>	<p>We mixed these colours to make brown but it wasn't dark enough so they suggested we add black We could use fabric to create a soft effect. I saw they used shading, I will have a go.</p>	<p>Which type of paint should I use for printing and why? I will need this equipment to fulfil my task. Who was Cézanne and why was he so important? What technique do I use to achieve that effect?</p>
Evaluation			
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>			