



Lutley 
Primary School

Curriculum Progression Document

Art and Design



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Art and Design Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Art and Design Subject Intent

It is our intent that children will study and understand significant artists and artwork which will enable them to respond in a range of media. Through a child's artistic journey at Lutley, they will learn from a variety of cultures and artistic experiences to develop their individual creativity, which will inspire them to express themselves, using their imagination, initiative and original ideas. They will become confident drawers, painters, sculptors, craft makers and digital designers.

Essential Characteristics in the Subject

- The ability to use visual language skillfully and convincingly, (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality
- The ability to communicate fluently in visual and tactile form
- The ability to draw confidently and adventurously from observation, memory and imagination
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- An impressive knowledge and understanding of other artists, craft makers and designers
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- Independence, initiative and originality which they can use to develop their creativity
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected
- The ability to reflect on, analyse and critically evaluate their own work and that of others
- A passion and commitment to the subject.

Threshold Concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats.

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.



Lutley 
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Expressive Arts and Design
in the Early Years
Foundation Stage

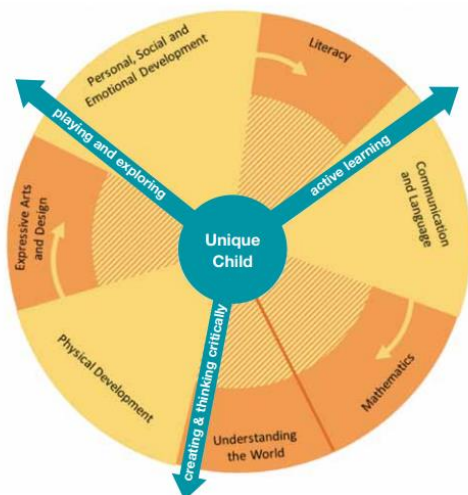
Developing Early Expressive Arts and Design skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of expressive arts and design in our EYFS:

ELG 16: Expressive arts and design: Exploring and using media and materials

- Children sing songs, make music and dance, and experiment with ways of changing them.
- Children safely use and explore a variety of materials, tools and techniques.
- They experiment with colour, design, texture, form and function.

Exceeding:

ELG 16: Expressive arts and design: Exploring and using media and materials

- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

ELG 16: Expressive arts and design: Being imaginative

- Children use what they have learnt about media and materials in original ways.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

ELG 16: Expressive arts and design: Being imaginative

- Children talk about the ideas and processes which have led them to make music, designs, images or products.
- They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.



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Art and Design and the National Curriculum

Art and Design and the National Curriculum: Key Stage One

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.

The national curriculum for art and design aims to ensure that all pupils: 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.

In KS1 pupils should be taught:

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

Art and Design and the National Curriculum: Key Stage Two

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils: 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.

In KS2 pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to 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.



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Implementation of Whole School Art and Design Programme of Study

Lutley Primary School's Art and Design Programme of Study

	Autumn	Spring	Summer
EYFS	Self-portraits - choose colours for a purpose. Make Diya lamps during Diwali. Combine media to create bonfire pictures and to decorate Christmas trees. 'Red leaf patch' by Andy Goldsworthy. Using natural materials.	Making Chinese New Year Lanterns- using techniques needed to shape, assemble and join. Mother's Day and Easter cards. Using foods to print and paint with. 'Squares with concentric circles' by Vasily Kandinsky. Exploring lines, circles and painting.	Comment on the features of their own and others' work. Independently developing their own ideas, using materials and working on processes that interest them. 'Flower Crowns' created by Frida Kahlo. Textiles or natural materials.
Year 1	'Starry Night' by Vincent Van Gogh. Painting.	'Tiger in a Tropical Rainstorm' by Henri Rousseau. Collage.	'The Snail' by Henri Matisse. Print making.
Year 2	'Coming home from the mill' by L.S. Lowry. Sculpture - Clay.	'Summer' by Giuseppe Archimboldo. Sculpture.	'Mona Lisa' by Leonardo Da Vinci. Painting.
Year 3	'Composition with Red, White, Blue and Yellow' by Piet Mondrian. Abstract art. Painting.	'The weeping woman' by Pablo Picasso. Cubism. Sculpture.	'Queen Elizabeth I' by Marcus Gheeraerts. Painting.
Year 4	'The Houses of Parliament' by Claude Monet. Impressionism. Pastels or Painting.	'Yellow, red, blue' by Kandinsky. Painting.	'Earthrise' by William Anders (taken on board Apollo 8). Photography.
Year 5	'Ulysses Deriding Polyphemus' by Joseph Mallord William Turner. Painting.	'Marilyn Monroe' by Andy Warhol. Printing.	'Gassed' by John Singer Sargeant. Realism. Sculpture.
Year 6	'The persistence of memory' by Salvador Dali. Surrealism. Sculpture.	Art Deco. Textiles. Printing.	'Van Gogh's Shoes' by Vincent Van Gogh Painting.



Lutley 
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**Implementation of Whole School Art
and Design Programme of Study**

Progression of Skills

Progression of Skills – Threshold Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of art and design knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Develop ideas**

This concept involves understanding how ideas develop through an artistic process.

- **Master techniques**

This concept involves developing a skill set so that ideas may be communicated.

- **Take inspiration from the greats.**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Implementation

Progression of Skills – Develop ideas

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from different starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.

Implementation

Progression of Skills – Master Techniques

Threshold Concept:	Medium	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Painting</p>	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

Implementation

Continued...	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use pencils of different hardness to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.

Continued...	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).



Implementation

Progression of Skills – Take Inspiration from the Greats

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Implementation

Approaches to Teaching and Learning in Art and Design

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics, History and Computing skills.
- The study of each artist/style/movement in sufficient depth to obtain genuine insights as to how they have influenced and contributed to art and design through history and today.
- The use of sketchbooks to record, explore, practice, refine and master artistic skills and techniques.
- The effective use of a range of resources to learn about, and to learn from different artists, artwork, skills and techniques including: quality books, websites, photographs, pictures, videos and computing software.
- The effective use of a range of high-quality media to enable outstanding; drawing, painting, printing, collage, sculpture, digital media and textiles.
- The consistent use of a range of teaching and learning approaches to engage pupils in art and design. This will include questioning, observing and recording, sketching, exploring ideas, class and group discussion, teaching specific knowledge, skills and techniques, progressing and rejecting ideas, learning from, as well as responding to the work of other artists and artisans and retrieval practise activities.
- The opportunity to really notice the world; the chance to engage the imagination; to promote subjectivity; to inspect our own ideas as art is created; and to discover our emotional selves.
- The use of enrichment opportunities such as gallery trips, visits to art in the community (for example local murals or sculptures), interactive visits and opportunities to work with visiting artists and artisans.
- Developing pupils' ability to think critically, reflect, debate, discuss and evaluate artworks and their feelings/ reactions to them, by formulating questions and lines of enquiry in order to understand that artwork may be seen in different ways.
- Enabling pupils to develop an overview of art and design, by exploring and drawing links between significant artists from the past, as well as contemporary artists working today. Exposing pupils to a breadth of artistic styles and techniques, from across different periods of time, to develop an understanding of how historical context and individual lived experiences, have influenced artists and their work.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Using threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed in children's books.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a context through which they can explore each learning objective.
- Progress milestones for each threshold concept are used to inform and create steps of success, which are referred to throughout lessons.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- Teaching follows a clear sequence – introduce artwork, question, discover the artist, explore techniques used by the artist, practice and apply to create own responses.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success against the steps of success.
- Teachers' feedback should directly relate to the learning objective for the lesson, using the steps of success to give specific ways in which the child has been successful by indicating WWW – What Went Well, EBI – Even Better If, NS – Next Step or GT – Gap Task.
- Children are given the opportunity to assess their own and others' progress against the steps of success and learning objectives. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by P. O. P. Tasks (Proof Of Progress Tasks) which directly relate to the learning in that unit of work.
- Regular retrieval practice will focus on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Recommended structure to an art topic

Introduce art work.
Question. Explore
thoughts/ feelings and
justify.

Discover the artist and
historical context

Explore techniques and
skills

Practice/ become
confident in using
techniques and skills.

Develop own ideas.
Produce own response

Recommended structure to an art lesson

Inspire/ review/ revisit

Question/ discuss/
challenge/ justify

Teach: Model a skill, a
technique or how to
do effective research.

Practice skills,
techniques and
research methods
demonstrated.

Apply by emulating or
producing own
responses.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in art and design to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

Reading in Art and Design

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in art and design through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of art and design topics.
- The ability to think, reflect, debate, discuss and evaluate a range of artists and artisans.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate evidence derived from a range of sources.

Implementation

SMSC and Rights Respecting in Art and Design

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights, but they actively promote them. They understand that their rights are universal and unconditional and are true change makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Art and Design naturally provide rich opportunities for learning about the convention and there are clear links with global citizenship. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of art and design to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in Art and Design



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.



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Primary School

Evaluating the Impact of our Art and Design Curriculum

Subject Leadership in Art and Design

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they are in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Conduct monitoring of sketchbooks to cross reference Programme of Study and Milestones with outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum

Subject Leadership Files

In an Art and design subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- Examples of display.
- A curriculum overview establishing coverage and depth.
- An effective action plan that is targeted to specific aspects of pupils' learning.
- Sketchbook scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups.
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.