

Curriculum Principles in Art

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

children will be ready for the challenges and opportunities of the future.			
In Art this is evidenced through:			
<ul style="list-style-type: none"> - KKPDS mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum. - An art curriculum that begins in F1 and builds on year on year. - The opportunity to continuously revisit prior learning via displays in classrooms and corridors and curriculum content choices. - Following MAPS for Mapplewells, Review and reflect takes place during every lesson to assess the children’s knowledge. - Lessons follow a sequence of learning which allows children to reflect on their work and continuously improve. - Curriculum links to other subjects (See opportunities). - Flash cards used to embed the vocabulary. 	<ul style="list-style-type: none"> - Children have the opportunity to learn about artwork/ artists from different time periods, cultures and countries. FS - Geography, learning about local artists (Autumn). Learning about art from Africa (Spring). KS1 – History, learning about Henry Moore who was an artist during WW2. KS2 – Geography, art relating to natural disasters. - Art pieces are used as part of an authentic outcome, showcasing the children’s work and sharing with parents/ members of the local community. E.g. EYFS created a book for the children who are moving into F1 and F2 with the help of an illustrator. KS1 held an art exhibition where they displayed their own art which was inspired by Andy Warhol. LKS2 created Egyptian jewellery which they then sold to raise money for charity. UKS2 designed and made Viking brooches that were then displayed at Mansfield Museum. 	<ul style="list-style-type: none"> - Following MAPS for Mapplewells, review and reflect used consistently to embed the vocabulary and knowledge. - Flash cards and Leitner model used to embed the vocabulary. - All lessons are vocabulary rich. - Staff follow a vocabulary progression that builds up through the year groups to ensure that children have a secure knowledge of the vocabulary used in art lessons. - When used as a Driver or enhancer art specific vocabulary is included on knowledge mats. - Displays use tier 3 vocabulary related to the artwork that the children have created. - Art vocabulary is revisited through other subject areas such as geography and history for example F1 explored aboriginal art which links to geography. 	<ul style="list-style-type: none"> - Quality first teaching of art allows all children to access the learning. - Learning is scaffolded up, so all children aspire to know and learn more. - Children have the opportunity to learn and use a variety of artistic techniques and resources throughout their time at Mapplewells across the key stages. - Children have the opportunity to learn about artwork/ artists from different time periods, cultures and countries. FS - Geography, learning about local artists (Autumn). Learning about art from Africa (Spring). KS1 – History, learning about Henry Moore who was an artist during WW2. KS2 – Geography, art relating to natural disasters. - All children have access to the use of IT equipment to support in their learning. - All children have access to the tools and materials needed to support their

	<p>- Children have the opportunity to learn and use a variety of artistic techniques and resources throughout their time at Mapplewells across the key stages.</p> <p>F1 – colour mixing</p> <p>F2 – using a variety of materials and textures in artwork</p> <p>Y1 – Scumbling, cross hatching, stippling</p> <p>Y2 – pastel work, smudging, blending</p> <p>Y3 – watercolours</p> <p>Y4 – Shape, gradient, form</p> <p>Y5 – shading, tone</p> <p>Y6 – pattern, perspective</p>		<p>development of knowledge of artistic techniques.</p> <p>- Support provided in lessons for children when required to allow all children to make progress.</p> <p>- Children all have the opportunity through school to take part in art competitions that take place throughout the school year.</p> <p>- Following KKPD's ensures that every child is making progress and able to access learning.</p> <p>Can you include anything specific from the quality first teaching document for SEND?</p>
--	--	--	---