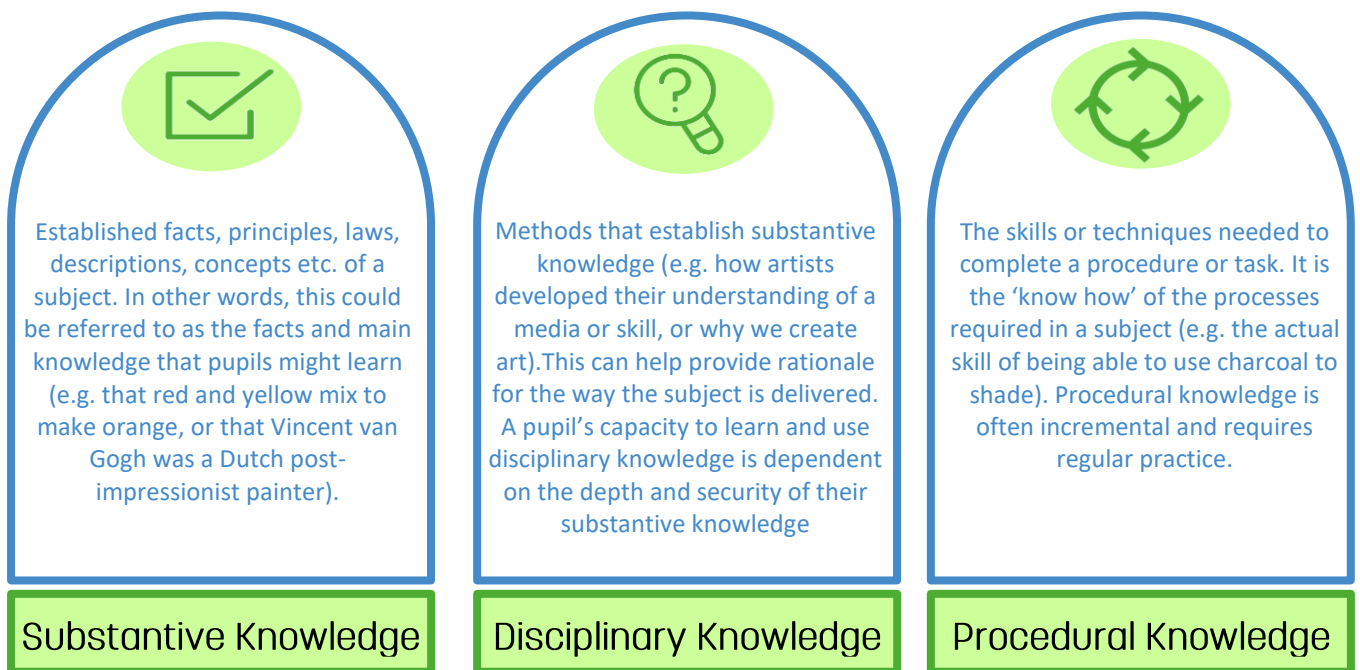


Principles of Teaching and Learning

At The Coombes CE Primary School, we ensure that our curriculum design places rich subject-specific knowledge at the heart of all learning. When planning our curriculum, we recognise that there are different types of knowledge that contribute to effective learning and the distribution and intersection of these differs between each subject.

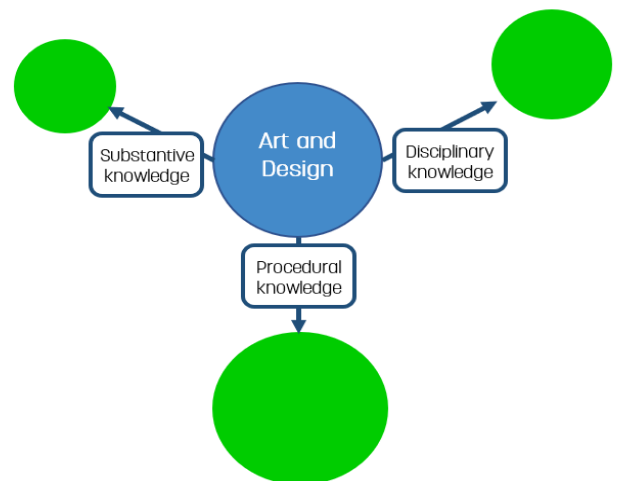
The pedagogical subject-specific approach to teaching and learning considers each knowledge type and is therefore essential in both planning and delivery, ensuring children make connections with prior learning within and across subjects, creating deeper learning experiences. Using this approach to our curriculum ensures children at The Coombes are able to confidently recall, use and apply knowledge across all subject areas, whilst also developing a love of learning and to grow and flourish in all stages of their education in our school.

The three types of knowledge



Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. This infographic highlights what we consider to be the ratio of each form of knowledge within this subject:



Our Art and Design Vision

Art and Design at The Coombes Church of England Primary School aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum uses a skills-based approach and is designed to give pupils the opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Our vision is that Art enables children to express themselves as individuals through creative work, inspired by a wide range of famous artists of different styles. Children explore a range of media learning to refine new skills, develop designs, explore structure and create representations of different media and style. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Children are taught to discuss and evaluate their work, learning to choose a colour, technique or design for a particular purpose.

Curriculum structure

Art and Design is taught as a discrete subject and when possible is purposefully linked to other curriculum areas, units are taught throughout the year using blocking. At the start of each unit, teachers plan opportunities for pupils to explore different works of art in the style of a particular artist or era, as well as develop familiarity with the media at the centre of the stimulus. Knowledge organisers support pupils to make links with prior learning or skills, as well

Knowledge of artistic techniques	Developing and amending ideas	Response to art and artists	Knowledge of materials
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theory and subject-specific vocabulary. Whilst there is a focus on skills, there is also a planned opportunity to consider and discuss knowledge and evaluation: through studying and discussing the work of a range of artists, children learn to appreciate and understand art and are able to explore and develop their own ideas and feelings through a range of media.

Each subject has concepts which run through every unit and year group. These concepts allow certain Art & Design units to experience and develop control of different materials and media, while others may focus upon recreating art in the style of others. This ensures that some units focus upon material and media while in others, a specific end product demonstrates progression in application and form from unit to unit and year to year

In Art and Design, our concepts are as follows:

We plan and sequence units based on the National Curriculum objectives.

Key Stage 2

Early Years Foundation Stage

Throughout EYFS, children are taught to develop control with different materials and learn how different colours and materials respond when used together.

Key Stage 1

In KS1, children begin to explore colour, tone and shade and how to use these to develop depth. Pupils also begin to explore with bold colour and texture in the style of significant artists, applying subject specific vocabulary to analyse and critique work. By the End of Key Stage 1, pupils have a good understanding of various different medias used to create art pieces, as well as the style of artists through history.

Throughout KS2, children build upon this knowledge to develop mastery and control within drawing and sketches, as well as with other media. Children learn to develop ideas within various sketches, building upon tone and shade to add detail. Pupils in Key Stage 2 also learn about art and design through study of architecture and structure using different materials.

By the end of Key Stage 2, pupils will have developed a broad understanding of art and its different representations, forms and styles.

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), our Reception pupils learn to explore different materials expressively and creatively. There is an emphasis of free creation, as well as some elements of formal observational drawing/painting. Pupils also experience using other materials such as natural objects. Their work in writing and fine motor skills is used in Art and Design as well, as pupils develop control and skill with tools such as scissor and pencils. Pupils are given the opportunity to explore colour mixing and learn about primary colours. Finally, pupils discuss art (their own and others') with each other and begin share their opinions. They may also display feelings using artwork and colour.

Key Stage 1

In Key Stage 1 (KS1), pupils are taught to learn about artists and their works, and start to give opinions with reasons on why they like/dislike art. It is also the beginning of the critical evaluation process, where pupils produce a piece and consider how to improve and develop their work. Pupils begin to use sketch books to record their ideas and start to understand that producing art is a process.

Key Stage 2

In Key Stage 2 (KS2), pupils build on the skills and knowledge developed so far to become even more reflective, creative and skilled. Pupils explore a range of more challenging techniques, as well as building on the strong foundations of drawing, evaluating and creativity they have developed in Key Stage 1. There is an expected element of precision, careful and considered choice, and meaning behind pieces created, whether that be original or influenced by another artist.

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. Where possible, completed projects are shown (or photos of the finished product). The pupils will have opportunities to discuss and develop the skills being taught. Photos of work completed will be stuck in Art and Design books to support pupils with the evaluation stage.

Vocabulary

Tier 2 and Tier 3 vocabulary that is specific to each art and design skill or process is planned and delivered over each unit, building a bank of both words and knowledge items linked to their definitions, over time. This vocabulary is a core part of our knowledge organisers, and is specifically taught and referred back to.

Cross curricular links

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, Eco / Forest School and Rights Respecting Schools.

It is also important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing

Supplementary support

We utilise the following support within our curriculum for this subject:

- Art and Design Association subscription (<https://www.nsead.org/>)
- TKAT subject network meetings.

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- Connections with other curriculum areas