

Summary of GSIS Curriculum Intent	Summary of GSIS Art and Design Curriculum Intent
<p>Our pupils come to us from a very wide range of pre-school/nursery and home experiences, with varied self-help skills, motor skills, language skills and cultural capital. In recent months, we have welcomed a significant number of children who are new to English, and to the UK school system, including an increasing number of children who are refugees. The number of children entitled to Pupil Premium funding, has increased from 14% in May 2019, to 25% in May 2022.</p> <p>Our Curriculum Intent prioritises the following:</p>	<p>We recognise that learning in Art and Design provides our children with a unique way of perceiving themselves, their community and the wider world.</p> <p>We aim to instil a life-long enthusiastic interest in Art and Design, providing a strong and ambitious starting point for future years to build on.</p>
<p>Language Development</p> <p>We have an exceptionally rich language experience in our school, with some children who are articulate with a wide vocabulary, some skilled bilingual speakers, and others who are very new to English. All children need to develop the language skills and vocabulary, in order to express themselves in school, communicate with their peers and adults and access the curriculum.</p> <p>We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary, with a learning environment that promotes language development and interventions to support children who need additional help.</p>	<p>Language Development</p> <p>We aim to foster our children's confidence in using language to describe, discuss, evaluate and compare their own art and design, that of their peers and that of a diverse range of artists, craft makers and designers from different times and cultures. We will teach key vocabulary related to a process or artist which is outlined on our art and design progression document and medium term planning. Key vocabulary will be revisited and built upon in subsequent topics.</p>
<p>Learning Behaviours</p> <p>All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs. We structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.</p>	<p>Learning Behaviours</p> <p>We aim to actively foster our children's excitement for Art and Design. When our children recognise themselves as practising artists, their motivation and enthusiasm for the subject can increase profoundly. Children have told us that they like art because they can create their own things, use their imaginations, draw, and use lots of colour. We recognise that engagement in Art and Design can have a distinctly positive and sometimes transformative effect for some. We will actively promote positive learning behaviours through including our animal mascots in medium term planning. Children across the school have said that they would like opportunities to work in lessons both independently and collaboratively with their peers, in small and large groups.</p>
<p>Physical Activity</p> <p>An active lifestyle can boost good mental health, and can develop the motor skills which will support the children's recorded work. We ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor skills, core strength, hand and upper body strength.</p>	<p>Physical Activity</p> <p>We aim for our children to have opportunities to experience a broad range of processes and techniques in every year group, including drawing, painting, collage, printing, textiles and sculpture. Drawing is a highly valued process that is taught each half term in all year groups. We aim for our children to draw at both larger and smaller scales, using a variety of mark making tools. We aim for them to have opportunities to work collaboratively and individually, making large gestural drawings and more controlled, detailed drawings.</p>
<p>Cultural Capital</p> <p>All children need to have access to the experiences that will enrich their understanding, put their learning in context and reflect their rich and diverse cultural backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching and a programme of visits and experiences that enable children to make connections in their learning, reflecting the diversity of our school community.</p>	<p>Cultural Capital</p> <p>We aim for all of our children to be inspired by, learn from and about a diverse range of artists, craft makers and designers, and recall them with delight, recognition and knowledge. We aim to teach our children that creativity and the making of art and design is practised by people from diverse cultures across the world, from the past and the present. We will give the children opportunities to visit and explore real examples of art in our local area so that they can begin to make connections with it. We aim to celebrate and share the artistic practices of artists, designers and craftspeople who form part of our school community. We aim for the children to develop their knowledge of artists and place them in context with the knowledge they develop in other subjects such as history and geography.</p>

Creative Curriculum Design and Progression

Our curriculum, based on the Early Years Foundation Stage Curriculum and The National Curriculum for Key Stage 1, provides children with a rich variety of creative, practical and stimulating learning experiences both inside and outside the classroom, enabling each child to access learning appropriate to their age and stage of development. Our children are given strong and creative teaching across the whole curriculum, with catch-up programmes and interventions for those children who need additional help. Topic based thematic links.

Creative Curriculum Design and Progression

Planning is carefully designed to be creative, coherent and accessible, to enable children to make clear links with, and build on prior learning experiences. Our aim is for children to have the opportunity to explore and develop their own ideas, use a wide variety of drawing tools, experience a broad range of processes and techniques in each year group, and have opportunities to observe carefully and critically evaluate as artists, with increasing levels of depth.

For each year group, we aim for our children to revisit and further develop their understanding of mark making, colour, shape and form through the processes they engage with. Art and Design is taught weekly throughout the school year and each half term's unit links to each year group's overarching topic to enable the children to make links between their learning in Art and other subjects. We will ensure children have opportunities to revisit, build upon and refine their work, as practising artists do.

If you were to walk into an Art lesson at Garden Suburb Infant School you would see:

- Children purposefully exploring their learning environment and having access to a wide variety of tools and materials and (Reception).
- Children using a variety of resources, materials and tools independently to explore and demonstrate their own ideas creatively.
- Children who are excited about their learning and are keen to learn and try out new techniques and different processes.
- Children highly engaged in their learning which links to current year group topics.
- Creative pieces celebrated and displayed both in class and in corridors around the school.
- Children creating and thinking imaginatively and evaluating their own work and the work of others.
- Children who are very proud of what they have created and who are keen to show it.
- Children who can use key vocabulary to talk about different aspects of their work.
- Children who can work independently and collaboratively.
- Teachers demonstrating secure subject knowledge and providing learning opportunities that are inclusive of all needs.