



Roecliffe CE Primary School

Art and Design Rationale

**Intent
and
Implementation**

Art and Design Intent

'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.' - **National Curriculum 2013**

At Roecliffe C of E Primary School, our intent is:

- To build upon prior knowledge and skills so children can practise, improve and further challenge themselves as they move up through our school.
- To provide opportunities for children to work with different materials in order to draw, paint and sculpt whilst developing the skills and knowledge of visual elements, art forms, artists and art movements.
- To empower children to have a go, develop self belief and reflect on their work.
- To provide opportunities for children to think creatively and express their own thoughts and ideas.
- To create opportunities for children to make meaningful connections.

Art and Design Implementation

At Roecliffe C of E Primary school,

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. This includes opportunities to revise and revisit so children can recall and apply skills and knowledge learnt. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including history and geography, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

The school's art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Art and Design Implementation

How we make Art and Design accessible to all children at Roecliffe: Adapted from National Association for Special Educational Needs (NASEN)

Planning Lessons

- Art and design are vital for boosting self-esteem and letting students express their unique ideas and observations, both individually and through collaboration.
- They provide a special connection to the world that other subjects can't offer, making learning more engaging.
- At Roecliffe, teachers will plan art and design lessons inclusively, anticipating barriers and ensuring all students can actively participate.
- Clear goals will be set for what students will learn, taking into account their individual needs and potential obstacles like equipment or vocabulary gaps.
- Teachers will find the right balance between guiding students and giving them room for independent learning, using various teaching methods to help students overcome barriers and thrive in expressing their ideas uniquely.

Art and Design Implementation

How we make Art and Design accessible to all children at Roeclyffe: Adapted from National Association for Special Educational Needs (NASEN)

Creating an Inclusive Environment

- Art and design offer profound benefits, not just in learning about art but also in boosting self-confidence and nurturing creativity.
- It's crucial to create an inclusive learning environment by considering the needs of all students, including those with physical, sensory, or behavioral challenges.
- Teachers will think about the classroom layout and seating to ensure everyone has the space and resources they need, like adapted aids for sensory needs or a broader resource base for fine motor skills.
- We will encourage both group and individual work, and provide ample discussion time where every learner feels comfortable sharing their ideas.
- Through our curriculum we emphasize that experimentation is key to developing ideas, and there's no one right way to do things. Test practical tasks beforehand and share your findings with students to enhance their skills and confidence.



Art and Design Implementation

How we make Art and Design accessible to all children at Roecliffe:

Adapted from National Association for Special Educational Needs (NASEN)

Curriculum Considerations

- At Roecliffe School, art and design education focuses on a progressive learning journey, using various teaching methods to explore processes like drawing, painting, sculpture, and digital art.
- Students have the exciting opportunity to learn about a diverse range of artists, craft makers, designers, and architects spanning different genres and time periods, connecting them to the rich tapestry of cultural history.
- In Key Stage 1, we build upon the foundation laid in Early Years, helping our students develop fine motor skills, experiment with different art media, and nurture their independence as budding artists. We encourage regular practice, including activities like mixing primary colors, supported by visual resources like videos and artwork examples.
- While sketchbooks become mandatory in Key Stage 2, we believe in their value throughout the primary phase. They serve as paramount tools for capturing students' creative journeys, including observations, experiments, and final outcomes. We ensure that all students are proficient in using sketchbooks effectively, incorporating annotations, sketches, collages, mock-ups, and final creations.
- In Key Stage 2, we expand on the contextual side of art and design, introducing architects into the mix of artists and designers for a broader perspective. Students develop an appreciation for the diverse ways artists work across different times and contexts.
- Throughout both Key Stages, we encourage experimentation and revisiting of art and design techniques, helping students build mastery and confidence in expressing their unique ideas and creativity. Art at Roecliffe is not just about creating, but about nurturing young minds and fostering a lifelong love for artistic exploration.

Art and Design Implementation

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Strategies to Scaffold Learning at Roecliffe

Literacy Difficulties

- Offer visual aids to help learners identify artists, equipment, and media.
- Provide word and picture banks for reference during activities.
- Use modeling and demonstrations to guide step-by-step processes.

Vocabulary Retention:

- Discuss and display key vocabulary terms, ensuring understanding.
- Provide visual word banks for easy access.
- Regularly reinforce vocabulary during lessons and modeling.

Fine Motor Skills:

- Use frames or adhesives to secure work in place.
- Start with larger-scale materials, gradually reducing size as control improves.
- Encourage experimenting with various art media and tools.
- Plan lessons to anticipate challenges and offer guidance as needed.
- Incorporate activities like clay or air dough to enhance fine motor skills.

Attention Challenges:

- Arrange classroom seating to engage learners effectively.
- Create a calm, low-distraction environment.
- Break lessons into manageable stages with time for discussion.
- Pre-expose learners to lesson content and provide examples.
- Encourage self-regulation through classroom tasks.
- Allocate time for cleaning and tidying to promote independence and transitions.

Conceptual Understanding:

- Offer small group learning opportunities for extra support.
- Model and demonstrate each step of processes for active participation.
- Use previous lesson outcomes as memory aids.
- Provide visual worked examples for independent tasks.