

INTENT

In the Pioneer Federation, we provide an Art curriculum that is exciting, accessible and progressive for all pupils. Children begin to develop their foundation knowledge, skills and understanding in the EYFS stage and progress these through to the end of Key Stage 2, in readiness for Key Stage 3. We want children to develop necessary creative and technical skills, so that art becomes a means of self-expression. As life-long learners, we hope that a passion for art becomes a central part of their lives and identity. We strive to ensure that all children enjoy learning about different artists and cultures, so they can be inspired by different historical art movements, approaches and mediums. Appreciation for the subject - as well as their own and others work - is central to our Art and Design intent. We teach them artistic skills, learn from artists in our world and nurture a creative mindset from an early age.

IMPLEMENTATION

Art in the Pioneer Federation is based on building and revisiting knowledge, skills and understanding each year. From EYFS to Year 6 the subject curriculum maps show how each of the three strands are sequenced and revisited each year. The Art curriculum covers key components of painting, drawing and sculpture. Teachers use the curriculum maps as frameworks to plan and progress children's learning, using the various topics to explore elements of Art and Design skills and techniques. Sketch books are an integral part of developing and deepening children's planning and design skills. This helps them to practice skills before completing a final piece of artwork.

Accessibility in Art and Design



All children are able to access Art at Pioneer Federation, regardless of their level of ability. Alternative and/or adapted provision is always available should a child with additional needs require a different way of achieving the lessons' learning objective. We achieve this through the use of different media, tools or ways of scaffolding support.

IMPACT

Through our Art curriculum provision, children will be able to:

- confidently produce a range of Art work, using different mediums and skills;
- creatively express themselves, through different art topics and themes;
- use subject specific vocabulary to demonstrate and apply the skills and processes in their learning.
- analyse and justify choices in their own work.
- evaluate their own work in order to enhance their final piece of work.
- offer constructive feedback to peers.
- demonstrate their resilience and perseverance by reflecting upon and discussing their work.
- identify and discuss a range of artists and the impact of art in history and culture.

EYFS Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Personal, Social and Emotional Development	Self- Regulation	Drama	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs – getting dressed, healthy eating
	Managing Self	Art and Design	
	Building Relationships		
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
Literacy	Comprehension	Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions Mark Making, painting, labels, initial sounds, stories, cards, shopping lists, posters. Tricky words, songs, phonics sessions Sand trays, writing letters with paint. Building words with magnetic letters, CVC cards
	Word Reading		
	Writing	Literacy All curriculum areas	
Expressive Art and Design	Being Imaginative and expressive	Art and Design, Drama	Role play, creation stations – lots of different materials Forest School Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play
	Creating with Materials		