



## Beaconside Primary and Nursery School

### Art Curriculum Design Statement: Intent, Implementation, Impact.

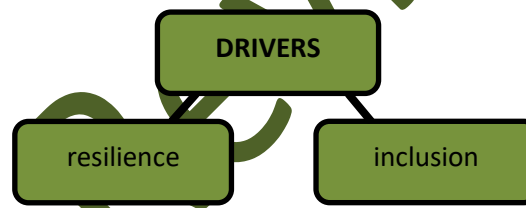
#### Intent

The breadth of our curriculum is designed with four goals in mind:

- to give pupils **appropriate experiences** to develop as confident, responsible citizens;
- to provide rich '**cultural capital**';
- to support and promote well-being;
- to provide a coherent, structured, academic **curriculum** that leads to a sustained mastery for all and a greater depth of understanding for those who are capable.

#### Appropriate Experiences

We have developed two curriculum drivers, to complement our five learning values, that shape our curriculum, support the ethos and culture of our school, and to respond to the particular needs of our community.



#### Cultural Capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they learn. It includes vocabulary which, in turn, helps pupils to express themselves in a formal manner, where required. In relation to art, it also introduces pupils to a wide range of artists and the context in which they lived and worked.

#### Well-being

In addition to the units of work detailed in the overview, all pupils participate in an arts and happiness project every two years.

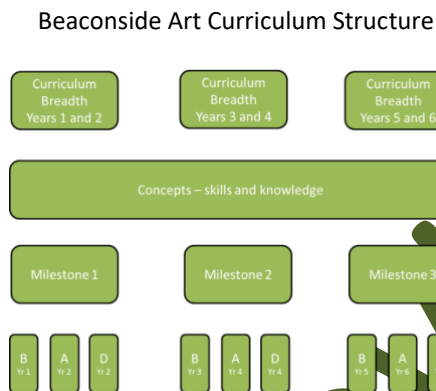
The purpose of this is to explore the arts, beyond the national curriculum, with a focus on the benefits of art upon well-being and mental health. The approach is research led and part delivered by external partners who specialise in both art and well-being. The theme of 'Continuous Line' appears throughout all art-based projects. The continuous line is symbolic of our lives, well-being, and the emotions we feel on a continuum; it has highs and lows and twists and turns, and as it crosses paths with other lines, pictures of beauty are formed. There are several whole school collaborations to not only produce visual art but to allow the school to work as a community for one outcome.



## Curriculum

Our coherently structured and sequenced academic curriculum, aligned with the art National Curriculum programmes of study and underpinned by our learning values and drivers, sets out:

- a clear list of the breadth of topics that will be covered
- the 'threshold concepts' pupils should understand and in some cases knowledge categories too
- criteria for progression within the threshold concepts (milestones)
- criteria of depth of understanding (B,A,D)



The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects, it also provides for pupils' growing cultural capital. The sequence of learning is the responsibility of the subject leader, allowing teachers to focus on the pedagogical approach. In art, we worked with a secondary specialist to ensure that the sequence of learning designed, prepared pupils for the secondary curriculum by the end of Key Stage 2.

Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times.

Milestones define the standards for the threshold concepts to ensure that National Curriculum attainment targets are achieved by the end of each key stage.

Depth of understanding (B, A, D) ensures that in Years 1,3 and 5, pupils develop the basic (B) understanding of the relevant milestone as this is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. In Years 2, 4 and 6 pupils will have an advanced (A) or even a deep (D) understanding of their milestones.

Sustained Mastery – nothing is learned unless it rests in pupils' long term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore, answers the following question: how well are pupils accessing and retaining curriculum content?

## Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition
- interleaving helps pupils to discriminate between topics and aids long-term retention
- retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.



In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time.

Most of our content is subject specific, with a small amount combined in a cross-curricular approach. There are opportunities for individual and collaborative application of knowledge and skills.

### **Impact**

The intended impact of our curriculum is that by the end of each milestone (2-year time frame), the vast majority of our pupils have sustained mastery of the content, that is they remember it all and are fluent in applying it. Some pupils will have a greater depth of understanding. We monitor learning so that termly we can make a judgement whether or not the pupils are on track to meet expectations at the end of the milestone. This then influences planning and provision the following term.

By the end of each Key Stage, the large majority of pupils will be meeting National Curriculum attainment targets.

Under Review