Aiming High, Achieving Together

A value led curriculum for Art & Design

INTENT	MOTIVATION	EXCELLENCE	RESPECT	TEAMWORK	OPPORTUNITIES	NEVER GIVE UP
	Children are curious and eager to want to learn more. They know own learning goals.	Children will achieve their very best and make great progress. They are able to make links and apply their learning in a variety of contexts. They will know and remember more.	Children are respected and valued. They respect themselves, others and the environment.	Children make positive relationships. They are actively involved and value opportunities to work with others. They have high self-esteem	Children have a 'I can' attitude and are fascinated and absorbed in their learning. They want to go somewhere they haven't before.	Children persevere and show momentum – have energy to continue and overcome barriers. They are not afraid to make mistakes.

Engage, inspire, challenge, equip with knowledge and skills to experiment, invent and create
Know how Art, Craft and Design reflect and shape our History and local area
Curriculum is planned and sequenced so that new knowledge and skills are building on previous learning and towards reachable end points

IMPLEMENTATION				
	Learner focused teaching	Clear understanding of cognition & learning; strong subject knowledge; modelling and instruction; coaching & facilitation; fluid grouping; high quality learning environments which calm and enrich; challenging cross-curricular links; positive & high expectations for all children		
	National Curriculum			
	EYFS Underpinned by Characteristics of Effective Learning (CEL)	CEL - playing and exploring	CEL - active learning	CEL - creating and thinking critically
	Topics	Enquiry led questions – Launch hooks – Sequence of learning tasks – Authentic outcomes (to a range of audiences) Enrichment theme days / weeks Role Play Outdoor Learning Visits / Visitors		
	Pedagogy Approaches	Revisit-teach-practice-apply My turn / your turn Sketchbook practice before final version Key artist / designer study Visits to an Art Gallery Planned recall / Retrieval Practice		

IMPACT							
	Focussed, systematic monitoring and evaluation and action to ensure high quality teaching and learning for all						
	Assessment for Learning	Classroom climate: plan-do-review WWW / EBI	Secure pedagogical approaches	Clear & understood learning pathways	Succinct success criteria based on processes and skills progression	Effective questioning	Purposeful oral and written feedback Perfect Pink Green to grow
	Success for all	High outcomes & strong progress regardless of their background, needs and starting points	Great attitudes to learning, behaviour and attendance	Happy and safe children who are not afraid to make mistakes	Well rounded learners who have the knowledge, skills and understanding to prepare them for the next stage of education		Sufficient planned recall ensures that key knowledge is not forgotten
	Creativity being nurtured	Good mental health	Clear knowledge and understanding of cultural capital	Expression is communicated in a variety of ways			