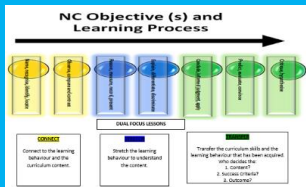

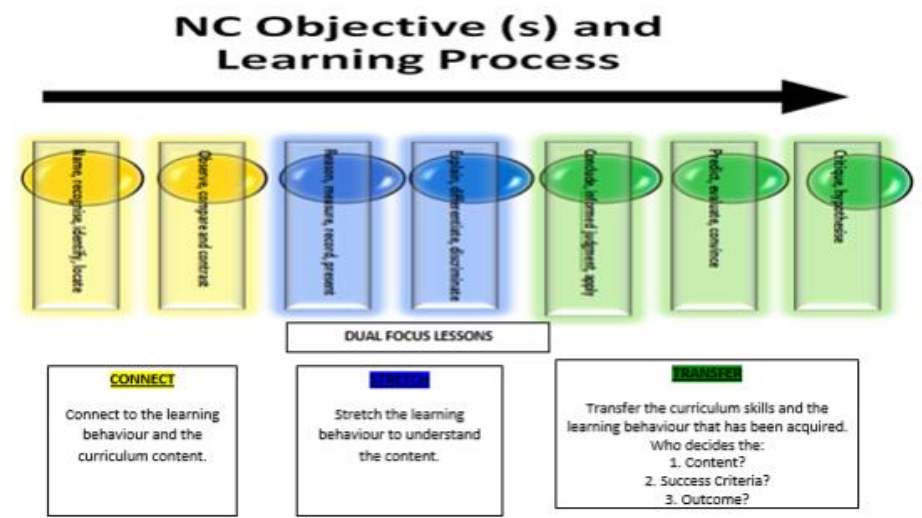
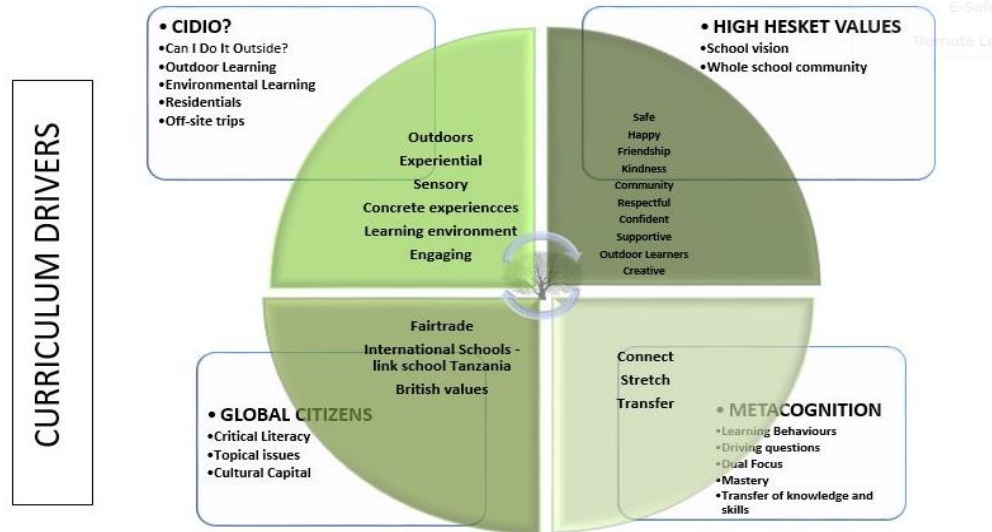
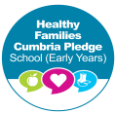


HIGH HESKET C of E SCHOOL (VC)

Art and Design

Our Curriculum Drivers			
High Hesket Values	Metacognition (Learning how we learn)	CIDIO (Can I Do It Outside?)	Being Global Citizens

Intent	Implementation	Impact
<p>What do we have in place?</p> <p>Our Art & Design Intent Statement: At High Hesket CE School we embrace creativity as one of our key values and feel that Art and Design plays a crucial role in our curriculum, enabling children to develop the confidence to express themselves and their ideas creatively. We explore the works of artists from around the world and from different time periods and cultures, teaching children to develop critical thinking and to connect their own learning to the techniques and skills used by others, reflecting on what they see and experience. Through painting, drawing, collage, printing and sculpture, children explore a range of starting points and inspirations, stretching their knowledge and progressing through a range of skills relating to different media and styles. We encourage children to transfer their learning to their own sketchbooks where they are able to plan and create their own pieces of art work. We ask children to challenge themselves to experiment and ensure they understand that there is no set way to produce artistic pieces, it is a subjective expression of their ideas.</p> <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the intent statement to guide their planning and organisation for teaching and learning at the implementation stage. <p>What are we working on?</p> <ul style="list-style-type: none"> All staff are consistently working on ensuring our art intent statement is achieved with the children. Curriculum and Art Subject Leader will review the intent statements as part of a curriculum study or in response to research. Subject Leader will engage with current research and information e.g. Ofsted Research Reviews and adapt art intent statement as needed. 	<p>What do we have in place?</p>  <p>An overarching approach to teaching and learning in Art & Design:</p> <ul style="list-style-type: none"> Connect to the learning behaviour and curriculum content. Stretch the learning behaviour to understand the content. Transfer the curriculum skills and knowledge and the learning behaviour that has been acquired. <p>For Art & Design and shared with parents on our website:</p> <ul style="list-style-type: none"> Progression of skills documents. Progression of vocabulary documents. Long term overview of National Curriculum objectives Long term overview of curriculum topics Suggested links / resources to how to extend art and design interest at home <p>For teachers:</p> <ul style="list-style-type: none"> An implementation guidance document for Art & Design. One-page overviews for each curriculum topic. <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the connect/stretch/transfer process in conjunction with the above documents to plan units of work and individual lessons. Teachers monitor knowledge, progress in learning skills and concepts and adapt planning and ideas as needed. Subject leader supports teachers in acquiring subject knowledge, planning, inclusive practice and cultural capital as necessary. <p>What are we working on?</p> <ul style="list-style-type: none"> To embed the new planning units across KS1 and KS2 in order to support the progression of skills and children's knowledge of artists and techniques. To continue to develop the use of sketchbooks across KS1 & KS2 to enable a focus on skills development To audit and identify key resources required to support the new planning units. 	<p>What do we have in place?</p>  <ul style="list-style-type: none"> Curriculum study – a shift from book scrutiny procedure to a more holistic approach to identify what and how children have learned, progress and attainment. Insight tracking – summative assessment data system Regular monitoring of Tapestry Journal entries and sketchbooks <p>The Curriculum Study process involves:</p> <ul style="list-style-type: none"> Exploration of Tapestry Journal entries & sketchbooks Using the curriculum overview to ascertain what topics and units will have been taught with the key skills identified. Conversations with groups of children in each year group to gauge sequence of learning, knowledge and understanding of the children, development of curriculum processes and drivers, inclusive practice, expectations and curriculum coverage. Feedback to staff – whole school strengths and areas of development. Individual feedback as necessary. <p>What happens as a result?</p> <ul style="list-style-type: none"> Subject leader understanding of our intent and implementation processes. Identifies what we are doing well & next steps Feeds directly into action plans & SIP. <p>What are we working on?</p> <ul style="list-style-type: none"> To review current assessment practices relating to Art & Design and to further develop systems for recording and assessing attainment in art.



Year 4

RE: How and why can we give thanks? What symbols of light are there in the Christmas story?

Art: Japanese art linked to Kenseki's Kingdom. Blossom trees - paint. Rainforest sketching using scale then printing (make a quilting smaller pieces?) (Junior Sofuwa) improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

English: Key genres: Adventure stories, Persuasive text, Balanced arguments, Poetry (Matsuo / Sime) (Iki) Key texts: Ken's Kingdom, The Lion and the Unicorn

Math: Place value, addition and subtraction, area and perimeter, multiplication and division.

Music - Chasing a Man a Mia Christmas Performance: The Day That Baby Jesus Came to Town Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Science: **DIGESTIVE SYSTEM & FOOD CHAINS** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.

LIVING THINGS & HABITATS Recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose problems.

PSHE - 3D PSHE Personal Information Online use and privacy

DT: **Mechanical Systems - Pneumatics** Moving Rainforest animals. Analyse, design, make and evaluate pneumatic systems to create a moving animal.

History: WW2 - link with Japan and USA in Kenseki's Kingdom. A study of a theme in British history that extends pupils' chronological knowledge beyond 1066. Focus: Battle of Britain

Computing: Scratch Junior - Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Geography: BIOMES Physical geography, including: biomes and vegetation belts. **Why are rainforests so wet?** To include location, place, human/physical and geographical skills using a range of sources allowing for data collection and analysis (link to maths statistics unit)

PE: Skills and Invention Games. **Friends:** Family and Friends Games.

Central Theme: Rainforests. Why are rainforests so wet?

