

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Creative Arts Page Profile

Curriculum



Intent

At Manchester Communication Primary Academy (MCPA) we believe that high-quality Creative Arts provision will inspire children to think innovatively and develop creative procedural understanding and should be fully inclusive to every child.

We believe that as the children progress in their learning, they should be able to think critically and develop a more rigorous understanding of the Creative Arts. We believe that children should know how art and design both reflect and shape our history and contribute to the future and creativity of society and the world around us.

Through the study of specific artists and designers, teaching staff are able to make tangible links between the Creative Arts and the wider curriculum; our curriculum ensures a broad range of artists and designers are studied which are representative of the protected characteristics.

In all Creative Arts subjects, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. We strive for this to be a meaningful and continuous process, that is increasingly pupil-led and that evidences developmental-related verbal and written reflection. Our Creative Arts curriculum introduces and teaches key skills, materials and stimulus in ways that encourage pupils to explore their own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than focus entirely on an end destination.

Implementation

We use the national curriculum to deliver weekly Art and DT lessons at MCPA with a clear sequence of lessons throughout the school and opportunities for recapping, to ensure that learning is deep and transferable year on year.

Each year group studies 3 Art units and 3 DT units in an academic year.

Early years

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary
- Perform songs, rhymes, poems and stories with others
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Skills and knowledge are revisited in EYFS throughout the year, ensuring that learning is understood at a developmental level, gaps are identified and addressed ensuring that all children progress through the curriculum.

Years 1-6.

Pupils are taught:

- To use a range of materials creatively to design and make products to match a given design brief.
- about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use their sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- key vocabulary and skills are explicitly taught

Here at MCPA we believe that all children should thrive in all aspects of their learning and therefore we work hard to break down any barriers. This includes planning ahead and thinking about curriculum adaptations that need to be made in order to ensure that every child is able to access every lesson. Half termly subject speed dating sessions with the curriculum leader and SENDCo support this process.

Children are assessed during each lesson- this informs future lessons (for example, allowing for misconceptions to be addressed at the start of lessons).

Parents are kept informed on their child's progress in Creative Arts through reports, parents evening and showcases.

Pupils' artwork is displayed and celebrated within their classrooms and around the school. Whole-school project work ensures that Creative Arts is given high status in the curriculum. This includes the school's annual 'CollaboART' which enables further focus on children's artistic skills and knowledge.

Impact

- We strive to create a safe, supportive and inclusive ethos for learning for all our children.
- Children are willing to take risks and show resilience.
- Children understand the design and making process.
- Children know how artists and designers have impacted on the world we live in and will know about specific individuals.
- Children show creativity and explore.
- Children are reflective and are able to evaluate work throughout their learning journey.

Research

Although research in the field continues, we know that areas within the right hemisphere of the brain are the primary seat for processing and developing the learning gained through participation in creative art activities. It is likely, therefore, that an art education teaches a specific set of thinking skills not adequately addressed elsewhere in the curriculum. Children need a broad education that includes the arts, and the continued development of our society depends upon a creative education.

The learning curriculum

Rosenshine's principles in action