

# Curriculum Principles: Art and Design

<b>Intent</b>	<p>Know more, remember more; do more</p> <p>Understand that art is a process</p> <p>Understand that mistakes happen</p> <p>Build resilience</p> <p>Begins in EYFS</p> <p>Developing skills each year that will set them up for future topics and high school.</p> <p>Have an understanding that art is for everybody, and that all people regardless of race, gender, religion or ethnicity can be an artist.</p>
<b>Recall</b>	<p>Flashback 4's at start of lessons.</p> <p>Curriculum trackers (WIP)</p> <p>Knowledge organisers (WIP)</p> <p>Dual coding</p> <p>Revisiting of skills from previous year groups</p>
<b>Memorisation</b>	<p>Revisiting of skills from previous years</p> <p>Flashback 4's</p> <p>Dual Coding</p> <p>Talk activities, e.g. Ping Pong</p>
<b>Assessment</b>	<p>Success criteria</p> <p>Modelling</p> <p>Verbal feedback</p> <p>Peer and self evaluation</p> <p>Curriculum trackers to monitor vocabulary understanding and use</p> <p>Assessment document based on expectations for high school (WIP)</p>
<b>Oracy</b>	<p>Sharing opinions and ideas</p> <p>P4C opportunities</p> <p>Planned pair talk</p> <p>Critical thinking</p> <p>Comparing and contrast sessions</p>
<b>Adaptation</b>	<p>Multi sensory approach to inputs</p> <p>Staff deployment</p> <p>Modelling</p> <p>Word mats</p> <p>Written and research activities scaffolded</p> <p>Alternative equipment for those with fine motor concerns</p> <p>GLD/MLD scaffolding, word mats for writing and research tasks</p> <p>Ear defenders/Quiet spaces to complete work where necessary</p> <p>Alternative mediums for those with sensory needs</p>
<b>Context and Relevance</b>	<p>Classroom displays with dual coding</p> <p>Connections with local environment and community</p> <p>Cultural capital through trips and visits and experiential learning</p> <p>World affairs and history</p>