

Our Curriculum Vision

Everything we do, at Lanercost CE Primary School, stems from our children having a life-long love of learning. We are proud of our inclusive environment, which is firmly rooted in a shared Christian ethos and fosters the care and nurture of our school community. As a school, in partnership with parents and carers, we strive to build strong foundations for an excellent education. We enable our children to achieve all of their divine potential by inspiring them and promoting opportunities to delight in their learning as well as allowing them to grow into successful, compassionate, young adults who recognise their role in the community and the ever-changing wider world.

We aim to accomplish this through a loving, structured and joyful environment with consistently high standards of teaching. Our engaging and immersive learning is based upon the National Curriculum (2014), developed from a love of reading and reflects our school's unique circumstances. We make the most of our beautiful location, which is a stone's throw from Hadrian's Wall, Lanercost Priory, Naworth Castle and close to Northumbria National Park.

This brave, broad and rich curriculum motivates all of our children to build concepts, skills and knowledge for life. They become curious learners who are led by enquiry and inspired by a range of real-life experiences and cultural enrichment. Each of our subject leaders has worked hard to craft their subject curriculum to ensure this within their subject.

We know that the greatest way to understand school-life is to become a part of your child's learning journey. We aim to run several shared learning events, workshops and cultural enrichment moments that you can participate in, allowing you to see your child's progress and ventures in school. Please see our school website, social media platforms and school newsletter for the latest parent and community events.

Our vision for our curriculum comes directly from our whole school vision. It has been carefully crafted by our teaching staff in order to ensure that we provide an education that helps every child reach their divine potential and enables them to have a life-long love of learning. Each of our subject-leaders has then designed their subject to stem from an evidence-basis where our vision is threaded through at every point.

Our Vision for Art and Design

At Lanercost C of E Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Children will experience a high-quality art and design education where they will be engaged, inspired and challenged; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Their art work will be purposeful; be this as a means of expression or to explore the styles of other artists that inspire their own work.

Children will be expected to be reflective and evaluate their work with evidence of age-related verbal and written reflection. We encourage children to think about how they can make changes and keep improving in a meaningful and continuous way. Children are supported to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Our Teaching and Learning of Art and Design

In Early years, Art and Design plays a very important role in their development. Children are taught to represent their own ideas, thoughts and feelings through design and technology, art, music and dance. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This is delivered through continuous provision alongside adult directed learning experiences. In addition to this, they have Abby (our art specialist teacher) for a session each term to build upon their experiences of art in the classroom. These sessions are an opportunity to explore interests and concepts in a more structured way, allowing the children to see how their ideas can develop with the support of an artist.

Developing Matters states: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3 and 4 year olds		Reception	
Expressive Arts and Design		Expressive Arts and Design	
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<p>Offer opportunities to explore scale. Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p>
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them.</p> <p>Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours. Help</p>		

<p>happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line</p>		<p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>
<p>3 and 4 year olds</p>		<p>Reception</p>	
<p>Physical Development</p>		<p>Physical Development</p>	
<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently
<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p>	<p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like</p>		<p>Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p>

	individual gravel stones or tiny bits of chalk to draw with.		
3 and 4 year olds		Reception	
Mathematics		Mathematics	
Notice and correct an error in a repeating pattern	Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.	Continue, copy and create repeating patterns	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it.
3 and 4 year olds		3 and 4 year olds	
Understanding the World		Personal, Social and Emotional Development	
Use all their senses in hands-on exploration of natural materials.	Provide interesting natural environments for children to explore freely outdoors.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper
Talk about what they see, using a wide vocabulary.	<p>Suggestions:</p> <ul style="list-style-type: none"> • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p>Encourage children to talk about what they see. Model observational and investigational skills.</p> <p>Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging</p>		

	children to use it to discuss their findings and ideas		to make animals, sewing or weaving.
<p>Early Learning Goal – Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used. 		<p>Early Learning Goal - Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing 	

Characteristics of Effective Learning

Within Art and Design the characteristics that may support future learning are:

Playing and Exploring	<ul style="list-style-type: none"> • Reach for and accept objects. • Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Do things independently that they have been previously taught. • Respond to new experiences that you bring to their attention.
Active Learning	<ul style="list-style-type: none"> • Use a range of strategies to reach a goal they have set themselves. • Keep on trying when things are difficult.
Creating and thinking critically	<ul style="list-style-type: none"> • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Review their progress as they try to achieve a goal. Check how well they are doing. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. <p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>

In planning and guiding what the children learn, practitioners must reflect on the different rates at which children are developing, and adjust their practice appropriately. The ‘Curiosity Approach’ provides the opportunity to set up learning experiences which both promote children’s curiosity and exploration, whilst also allowing them to develop the core skills needed to achieve their Early Learning Goals.

In Key Stage 1 and 2, we follow the Kapow Primary's revised Art and design scheme of work which aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. These goals coincide with our whole school aims and values.

Kapow Primary is an Artsmark partner and is able to support us on our Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our 2 year rolling program of units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links with our wider curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Where possible, the work of famous local, national and international multi-cultural artists are explored to enhance the children's learning. In addition to this, the children have opportunities to visit art galleries in Carlisle, Newcastle and London.

To further support the teaching and enjoyment in Art lessons, we have an experience Art practitioner, Abby Kilfedder (ArtsCool) who comes in each term to work within our 4 classes. These sessions are designed to meet to curriculum objectives, whilst uplifting the current scheme of work in progress. Abby's input allows our class teachers to receive regular CPD through modelled lessons and high exposure to a range of activities and resources. In addition, it allows us to move beyond the scheme and make each unit unique and memorable.

Supporting Teaching and Learning of Art and Design

Throughout all art lessons, teaching is left open ended so that all children have the opportunity to work at the skill level personal to them. Children who have SEND which could affect their ability to access an art lesson are given the relevant support needed and/or an alternate way to create and develop the skills being taught. Quality first teaching allows the majority of children to meet their year group expectations and all children are given the opportunity to explore and enjoy art. Please see our Ordinarily Available Offer for Art for further information.

Furthering the Teaching and Learning of Art and Design

As a school, we are currently working towards our ArtsMark award for the first time- we are so excited to be on this journey and have introduced a number of initiatives to support and develop the profile of Art at Lanercost e.g. Arts Ambassadors. We also run extra-curricular clubs to allow those children who wish to delve deeper into their love of art, the opportunity to do so. These include Art with Abby, drawing and mindfulness colouring club.

Children are also given opportunities to explore art in galleries. This is particularly exciting during our bi-yearly trip with UKS2 to London, in which the children have opportunities to visit the National Art gallery or the Tate modern. We also encourage regular visits to our local museum- Tullie House.

Assessment of the Teaching and Learning of Art and Design

Art and Design is assessed within each class by looking at the skills coverage across each academic year. Attainment is assessed against the national curriculum and summative judgements are made taking evidence from each child's 'sketchbook'.

The Impact of Teaching and Learning of Art and Design

Through the curiosity approach, children in Early years will be able to use what they have learnt about materials and media in original ways, thinking about use and purpose. These skills will allow them the opportunity to transition into KS1 with a confident and enthusiastic view of art.

By the end of Key stage 1, children should be able to design and create products using a range of materials. They will be able to share their ideas and experiences through drawing, painting and sculpture. Children should be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They should understand about the different work of a range of artists and link their practices to their own work.

By the end of Key stage 2, children should be able to develop their techniques, including their control and their use of materials. They will continue to use sketch books to record their observations which they review and revisit. Children should also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials and have an understanding of great artists, architects and designers in history. By the end of KS2, we want our children to feel that they have had opportunities to develop themselves as unique artists. They should be beginning to develop their own sense of style and flair and this leads into their KS3 journey in which they will continue to develop these skills further.