



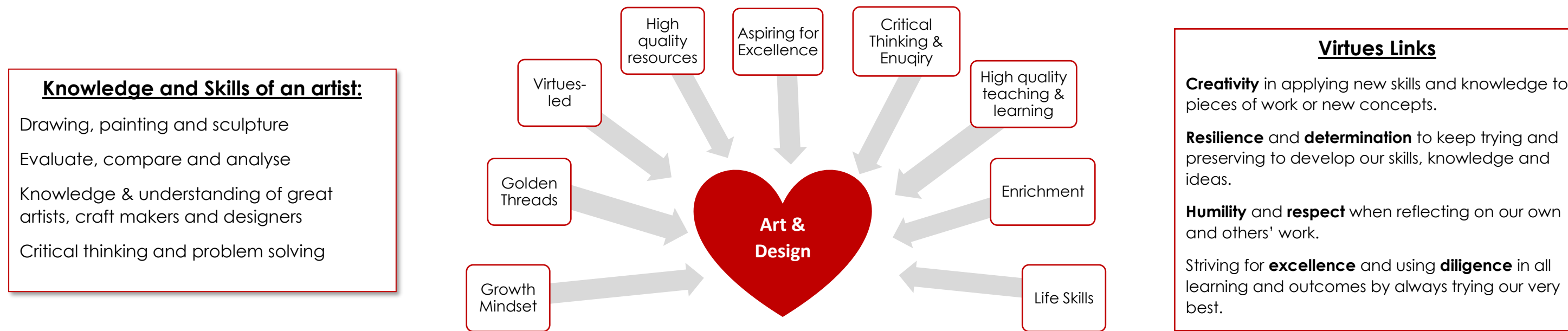
# NPSB Art & Design Menu



## Why do we prioritise Art & Design at NPSB?

"Every child is an artist. The problem is how to remain an artist once we grow up..." (Pablo Picasso). Through art, we learn and develop many skills, such as creativity and critical thinking. These are important skills for all people to carry with them throughout life. Our art and design curriculum aims to:

- develop a life-long love of art & design that will allow pupils to access a range of opportunities in their lives.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the building blocks that they need to become well-rounded individuals.
- give children a creative outlet that allows them to communicate with others in a variety of ways.
- build on children's understanding and appreciation of our diverse world.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.



### Golden Threads:

**GT1** – Love & Forgiveness vs Enmity & Hate   **GT2** – Peace & Collaboration vs Conflict & War   **GT3** – Trust in 'the Divine' / 'God'

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> <li>• Well-sequenced progression of knowledge and skills document.</li> <li>• Vocabulary progression document.</li> <li>• Lesson expectation document that outlines effective ways to teach Art &amp; Design.</li> <li>• Purposefully planned units of work to link and build on learning.</li> <li>• Key concepts are progressively built on.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons promote application of knowledge and skills as well as critical thinking.</li> <li>• Higher-order questioning</li> <li>• Children selecting their own level of challenge [hard and harder activities].</li> <li>• Working walls to support learning.</li> <li>• Inclusive enrichment opportunities. For example, educational visits to art galleries and BAME Art Enrichment Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Thread enquiry questions eg How has the artist interpreted/conveyed conflict and war within this painting? When Matisse became wheelchair bound, how did collaboration with others support the production and development of his art?</li> <li>• Lessons linked to virtues</li> <li>• Leaders of learning</li> <li>• Creating global citizens – understanding our responsibility to our global family.</li> <li>• Enrichment opportunities that foster a love of art.</li> </ul>	<ul style="list-style-type: none"> <li>• 'The Big Picture' to capture the end goal of each unit and link current learning to previously taught knowledge and skills.</li> <li>• 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills.</li> <li>• Art enrichment day and afternoons encourages recall of key art knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality teaching and learning</li> <li>• All staff involved in high-quality professional development and training.</li> <li>• High-quality questioning and enquiry questions.</li> <li>• Opportunities to revisit previously taught knowledge and skills.</li> <li>• Cross-curricular links (eg History, Maths, Science and English)</li> <li>• Key concepts are explicitly taught.</li> <li>• Opportunities to work as a geographer.</li> </ul>