



Intent

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

It is designed to encourage the development of the Priory values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. Pupils study the full curriculum as exemplified by the National Curriculum. The curriculum at Ling Moor is designed to ensure that all children have the academic and social aspiration to be true citizens of the world. Key drivers of the curriculum are aspiration, academic opportunity, appreciation of diversity and understanding of their impact upon the world.

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Our Art and Design curriculum ensures that children are artists. They will have:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or

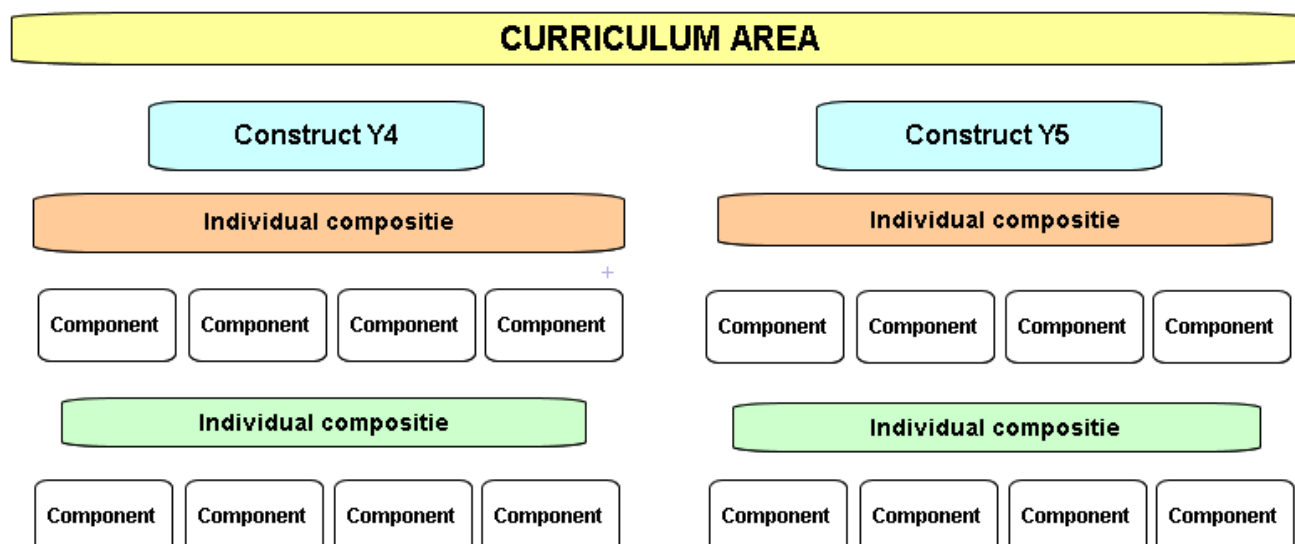
digital media.

- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.

- A passion for and a commitment to the subject.

Implementation

The curriculum is underpinned by clear constructs that are the pillars of the curriculum area. Each construct is made of multiple composites (the key areas of knowledge and the key areas of skills each child will need to learn in order to master that strand of the curriculum). The knowledge and key areas of skill are listed as the key curriculum components.



The curriculum is carefully planned and sequenced to ensure that children develop a secure knowledge base through opportunities to retrieve key knowledge. A simple sequence of retrieval practise: fluency (basic questions), reasoning/problem solving (advanced questions) and elaboration (deeper questions) should exist in all learning.

The constructs, composites and components that provide the Long Term Learning Structure for Art are included within this document.

Within art lessons, children will have the opportunity to evaluate art, practise their skills and apply them to their own compositions.

Our art and design curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with spaced repetition.
 - 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content

Impact

As Artists, at the end of each Milestone, the vast majority of pupils have sustained mastery of the skills, that is, they are confident and proficient in their knowledge and application of a range of art techniques and they have had the opportunity to learn about and be inspired by a number of significant artists and their works.