



# Art Curriculum

## Curriculum Intent

*ART- the study of Art is important because; it encompasses our values of passion to create, patience and perseverance to draft and draft again to create a piece that is right.*

*Through art, pupils learn and understand the way art and appreciation of creativity can inspire others to create and provoke thought and discussion. Children are able to understand the purpose behind art and the material and media that can be used to create different effects and styles. Children will learn art appreciation, techniques and skills in art. During their time in school, pupils learn about key figures in the art world and where they fit into our history, how their work changed the world and invoked passion for art and the artist behind their work. They will also learn a progression of key skills as they move through the year groups in our school. They begin to understand which equipment and media are suitable for pieces of art. Throughout school, they learn about different materials and which materials are best fitting for their chosen style of art. Art will fit within our bespoke curriculum and will be woven into the 3-term topic stimulus of 'Discover' 'Create' and 'Explore'. The art curriculum exposes our children to enriching, hands-on experiences, immersing them in creativity incorporating all of the elements of art and technique across the whole curriculum, equipping them with personal qualities such as appreciation of others work, practice, creativity and passion. For those with a particular passion for the subject, the Art curriculum exposes children to a range of related careers, raising aspiration and developing a sense of purpose.*

## Curriculum Implementation

	EYFS	Year 1 - 6
Pedagogical Approach and Strategies	Different strands: - Drawing - Painting	Following the 'Create' aspect of the whole school curriculum  Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative

	<ul style="list-style-type: none"> <li>- Sculpture</li> <li>- Artists</li> <li>- Key Vocabulary</li> <li>- Digital Resources</li> <li>- Other Techniques</li> </ul> <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Follows the statements on the Art progression document.</p> <p>Art will follow four different strands.</p> <ul style="list-style-type: none"> <li>- The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms including cultural capital.</li> </ul> </li> </ul> <p>Evidence of depth and challenge in Art, linked to the big question.</p> <p>Trips/visitors should be carefully planned for the Create term to enhance the curriculum. e.g. Annual Whole school art day as <b>Make a Mark Day</b> on an art themed book or style or artist.</p> <p>PurpleMash and Outdoor learning should be key parts of teaching and learning in Art.</p>
<p><b>Timetabling</b></p>	<p>Focus in Spring term but continually provided for through UTW and other provision.</p> <p>Art activities to be planned for and carried out in the outside learning environment as much as possible.</p>	<p>Art lessons primarily taught during the 'Create section of the curriculum. This will be in the Autumn term. In order to cover the whole curriculum it may be necessary to deliver some aspects of Art in the 'Create' and 'Explore' terms.</p> <p>Teacher judgement will be required to determine how much Art should be taught per week. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, some may need an afternoon or more than one session in a week. Some may be taught over a day during an off timetable</p>

	<p>Children to be given opportunity to talk about what they notice (using accurate vocabulary) and make connections in the continuous provision.</p> <p>Provision to be focused on the current Art topic.</p>	<p>What If lessons should be 2 whole afternoons per week or the equivalent.</p>
<p><b>Art across and outside of the curriculum</b></p>	<p>Comes through in any Art events that we celebrate as a school/nationally/Internationally e.g Make your Mark Day Comes through and connects to 'Explore' and 'Discover' aspects of curriculum also</p> <ul style="list-style-type: none"> <li>- Discovery – Ancient Greeks (UKS2)</li> <li>- Discovery – Neil Armstrong, Katherine Johnson and the moon landing, Captain Cook, Ibn Battuta (KS1)</li> <li>- Explore – Mayans (UKS2)</li> <li>- Discover – Ancient Egypt and Stone Age (LKS2)</li> </ul>	
<p><b>Vocabulary</b></p>	<p>Every class will have a list of appropriate vocabulary for Art. Choose appropriate vocabulary to display on topic display. Ensure this is referred to throughout lessons.</p> <p>Accurate vocabulary to be used in class discussions/lessons and in books.</p> <p>One strand of the Art curriculum is 'Art vocabulary.' This includes a brief list of vocabulary for each year group. These are progressive and detail new vocabulary that must be taught each year</p> <p>Staff must expect children to use the correct vocabulary in verbal and written responses. Children encouraged to use accurate vocabulary through feedback responses.</p>	
<p><b>Expectations for recording children's work</b></p>	<p>Tapestry observations of outside environment learning and art in the continuous provision.</p>	<p>WALT to be written underneath the full date and underlined with a ruler Majority of work recorded in Sketch books for artwork / What If books for extended written pieces about art. Work can be evidenced using What If display and in floor books.</p>

	Photographs in books/floor books	<p>Practical lessons/discussion based lessons can be evidenced in floor books – children can annotate or label.</p> <p>Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p> <p>High expectation of skills learnt and transferred into pieces of art.</p>
<b>Expectations for marking</b>	Children get constant, immediate feedback verbally in line with marking and feedback policy.	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
<b>Expectations for absent children</b>	Teachers to ensure children given recap of lessons missed/previous learning.	Teachers to ensure children given recap of lessons missed/previous learning.
<b>Environment</b>	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment with resources and equipment</p> <p>Topic display</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Visible display in classroom with current Topics</p> <p>Vocabulary on display</p> <p>Examples of children’s work</p> <p>Books in book corner that are related to the topic.</p>

	<p>Key vocabulary on display and on learning intention cards in continuous provision.</p>	<p>Art display in communal area (LKS2) with work from LKS2</p> <p>Art display in communal area in hall with work from whole school.</p>
<p><b>EAL provision</b></p>	<p>Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers). This could also be shared with parents to encourage continued learning at home in first language.</p>	
<p><b>Homework</b></p>	<p>Homework will not always be necessary.</p> <p>Homework/research task may be given in preparation for new topic.</p> <p>Homework may be sent out during topic if extra research is required</p>	