



## ART

### 1) What is the intent?

In the ART curriculum: What is the intent behind the sequence of learning / curriculum?

(Guided by The National Curriculum)

- Children will be taught key **knowledge**, **skills** and **vocabulary** through **skills based** lessons within each year group.
- The National Curriculum highlights 3 main areas of Art- **Drawing**, **Painting** and **Sculpture**. Through exploration and development within these areas, progressively across the school children will become aspirational artists.
- Children will be given opportunities to become independent and confident to take risks in their art skills. They will be encouraged to develop their creativity through experimentation and use of a variety of materials and art media.
- Children's language will be developed through explicit teaching of **art vocabulary** (as highlighted on the school curriculum overview) that links to the technique specific area i.e drawing. They will be empowered to choose and I can share their ideas.
- Children will develop their critical thinking as they reflect on and evaluate their own and others art work, encouraging resilience when practicing techniques and outcomes using the language of art.
- Children will be given opportunities to engage and express themselves creatively using quality resources.
- Children will research artists, craft-makers and designers to develop their curiosity about the world and the people in it, appreciating different kinds of art, craft and design. They will learn about modern day and historical artists and be able to identify techniques used by them. They will be able to describe similarities and differences between the work of artists and their own work.

- **British values** will be embedded in the Art curriculum by respecting and appreciating art from around the globe and art made by a diverse range of artists. They will understand how art and design can shape our history and the contribution that can be made to our nation both creatively and culturally.
- **In KS2** Children will create sketchbooks that record their knowledge and understanding i.e. new technique specific vocabulary, technique development, creative processes, observations and reflections.

## 2) Implementation – ART Leaders will use:

- Lesson observations and check ins.
- Long term and medium term planning (Step by Step Art Scheme) reflected within year group planning.
- Sketch books (book looks)
- Teacher training on the 3 main areas and continued links with Secondary school expertise within TPLT.
- Pupil conferencing ~ talking to the children and listening to them about their learning and understanding of art and artists.
- Talk to teachers and support staff – are they teaching the intended curriculum? (Staff Meeting 10 minute take overs).
- Teachers will plan using the Curriculum Overviews and The Step by Step art scheme as a scaffold to ensure the progression of skills is followed. Teachers will assess children's learning using the CBPSA Art assessment grids to ensure there are excellent outcomes and so that our previously higher or lower attaining artists are supported and challenged.

## 3) What is the impact?

- Children will build upon skills learned previously in Drawing, Painting and Sculpture and develop a greater depth of knowledge and mastery of those techniques.
- Children will revisit past vocabulary and learn new technique specific vocabulary. Their understanding and use of this vocabulary will enable them to talk about their learning using the language of art.
- Children will feel able to explore and experiment with techniques and media and understand the exploration as a process to developing and fine tuning their skills thus developing their creativity.
- Children will have an awareness of the many different artists, craftsmen and designers in the past and modern day and understand how the techniques

they are learning about link to the work of those artists. They will respect each artist's creative contribution.

- The use of quality materials and resources will reflect in a high quality of work produced and pride in the artwork produced. Children will respect and care for the resources used.
- Photo's of art work (particularly in the FS Tapestry journals and KS1) will evidence children's learning. Exhibitions will demonstrate the progression of skills being taught.
- Sketchbooks (KS2) will document children's new learning and exploration of techniques. Children's ability to reflect on their own and others art work will be evident within the sketch books.
- Pupil conferencing- children will be able to talk about their own work and the work of other artists using technique specific vocabulary.

#### **4) What will excellence look like in Art?**

- Teachers will know the intent of ART – why we are teaching it, what we are teaching and when we are teaching it.
- Topic planning will show progression of Drawing, Painting and Sculpture skills being taught throughout the school.
- Children enjoying art lessons and embracing their creativity through exploration of skills. In KS2 that exploration will be documented in sketchbooks.
- Quality art work being displayed or photographically recorded in sketchbooks or on the T-drive.
- Children will speak confidently and enthusiastically about their own work and the work of other artists using the language of art.
- Children and adults will have an appreciation and respect for a variety of Artists, craftsmen, designers and architects from around the globe.
- CBPSA assessment grids being used by teachers to support and challenge previously higher and lower attaining children.