



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners.



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT STATEMENT

The intention of our Art curriculum is to ensure all pupils produce creative, imaginative work. Children at Parish are able to explore their ideas and record their experiences (beginning in EYFS in class portfolios and progressing to independent sketchbook work), as well as exploring the work of others and evaluate different creative ideas. In addition to this, children will progressively develop their confidence and proficiency in a variety of techniques including drawing, painting, 3D, printing, collage and digital media. They will also develop their knowledge of famous artists, designers and craft makers. We have chosen to deliver art thematically through religion/culture, curriculum links and art appreciation to encourage them to naturally become more curious about the world and retrieve key knowledge.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

Each year group will experience a topic based on an artist (with the exception of Y5&6 as they will complete a self guided project), religious/culture and a foundation subject link.

KS1, LKS2 and UKS2 will each explore 3D, collage, digital media, painting, textiles and printing.

Drawing will be present within every topic

Each of our Art topics follow the same structure including:

- Gathering inspiration
- Exploring art media
- Developing understanding
- Recording responses
- Reviewing artwork
- Modifying
- Evaluating

Within each topic, children will be drawing upon their ability to observe, imagine and use their memory.



VISION

We believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination. Art should enable the children to communicate what they see, feel and think. We want to nurture a life-long love and appreciation of Art by encouraging creative journeys within each Art lesson.



EYFS AS THE 'BEDROCK'

ELG - Expressive Art and Design

Creating with Materials - The Discipline of Art.

Characteristics of Effective Learning.

1.) Engagement - Playing and Exploring.

2.) Motivation - Active Learning.

3.) Thinking - Creative and Critical Thinking.

Focus on 3 learning enquiries: 'Powerful Portraits', 'Making Art' and Exploring the Natural World'. Detail provided within EYFS knowledge planner to prepare children for future study.



CULTURAL CAPITAL

Children will learn about significant artistic interest such drawing, painting, sculpture, collage, print and textiles. In addition, they will learn about famous artists such as Barbara Hepworth, David Hockney and Beatriz Milhaze.

In addition to including artists across our Art curriculum also draws upon artists linked to our local area have been chosen to influence children's aspirations and impact their lives such as Tommy Leonard and Antony Gormley who has work that the children can visit nearby. Children will meet and work with real artists and see real art in order to inspire them to become artists themselves. Their work is also submitted for exhibited locally at 'The World of Glass'



READING AS THE BEATING HEART

Incorporation of reading across our art curriculum is 'the beating heart.'

Art Reading Spine available for each class.

Vital vocabulary

Use of bespoke knowledge organisers.



CURRICULUM PROGRESSION

Parish Church of England Primary

ART LONG TERM PLANNING - Whole School Topics 2021 - 2022

	Autumn	Spring	Summer
History	European Renaissance Fruit and vegetable portraits	Italian Making close-knit groups from a large group	Italian Looking at patterns and prints Fruit and vegetables Nature (still life)
Decorative	Local Church (drawing) Stain glass windows Observing the local church Composing a drawing to reflect it	Working with Clay Drawing and painting to create Composing with straight lines Decorate black and white with colour and patterns	Focus on Art's Colourfulness Using basic colour Fruit and vegetables Drawing on different surfaces
Year 1	Our Season (Painting and Textiles) Composing a drawing and a textile Our Season (writing related to seasonal colours) Painting seasonal images using different materials	Self Art: Drawing Kingdom Look at Told for the British Isles Decorate using the language of Art's Told for the British Isles and our own	Art's Colourfulness Composing drawings of seasonal fruit and vegetables Approaching different artists who are inspired by Autumn's season
Year 2	Our Local Landscapes (drawing) Observing seasonal differences in the landscape Our Local Landscapes (writing related to seasonal colours) Look at the Local Landscapes and the artist's Local Landscapes Thames Landscape: White Star Low-lying Great Dock	Composing Landscapes (Painting) Considering seasonal local and landscape (compositions) Composing the differences between landscapes Using painting to explore different landscapes Decorate and explore different localities in the Local Landscapes	Digital Media with Art's Colourfulness Drawing on different surfaces Looking at local designs has changed over the years Decorating and illustrating as a career
Year 3	Local Landscapes (Art's Colourfulness) Focus on a drawing of a landscape from the area Merry, Great Dock Consider the influence of the Seasons and the Local Landscapes	Victorian Art on Contemporary Art Look at a range of styles for the Victorians and the history of William Morris J M W Turner, Vincent Van Gogh, and the history of the Local Landscapes What is art?	Stone Age for the Victorians (Painting and Textiles) What were the artists' styles? Using basic colour Composing a drawing and a textile Working on different surfaces Creating prints using different patterns
Year 4	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing	Human Art (Art's Colourfulness) Looking with a landscape drawing Creating close-knit groups with a contemporary artist Creating close-knit groups with a contemporary artist Creating close-knit groups with a contemporary artist	Human Art (Art's Colourfulness) Looking with a landscape drawing Creating close-knit groups with a contemporary artist Creating close-knit groups with a contemporary artist
Year 5	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing
Year 6	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing	Local Landscapes (Art's Colourfulness) Observational drawing and photography of a landscape Using different types of materials to create a landscape Drawing from a landscape drawing

Refer to Long term
plan and progression
document



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Use of bespoke knowledge organisers and planners for lesson delivery and to support independent home study.

- Teaching and learning supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds)

- **QUEST** approach to lesson delivery

Question to answer.

Understanding previous learning.

Explore new knowledge and vocabulary.

Student practise.

Talk, test, tell.



STAFF CPD (LINKED TO GOOD PRACTICE)

Our Art subject champion has received CPD from Mandy Barnett from Gomersal Primary school—an art specialist.

Mandy Barnett has delivered CPD to teaching and support staff.

Staff CPD has taken place through staff meetings on the art curriculum delivery.

Subject champion has delivered CPD in class working alongside class teachers.

CPD also takes place in the form of peer observations which take place for support where needed.

Local artist coaching teachers in lessons.



APPROACH TO ASSESSMENT

Assessment in Art consists of bespoke criteria for each year group, which was derived from our progression document alongside the National curriculum. Within each year groups assessment documentation are statements that are linked to techniques which are they cover. Evidence of them meeting these criteria may be present in sketchbooks and may have been witnessed by the class teacher.



MEETING THE NEEDS OF ALL LEARNERS

Pupils are given additional support within lessons dependent on their individual needs. This can be done on an individual or guided group basis.

Sentence starters used to improve oracy.

Children are supported through the use of word banks and adult support. Use of knowledge organisers to pre-teach concepts and to use within lessons help support learning.



OUR IMPACT

By using sketch books, children are encouraged to persevere in developing and improving work over a period of time.

Reflection and evaluation of own and peers' work using progressive sentence stems has developed their oracy.

Study of real-life artistic jobs such as architecture and graphic design influences aspirations.

Children are curious learners in Art. Through the different themes of 'Art Appreciation', 'Curriculum links' and 'Religions and Cultures' the children are inquisitive about artwork and artists linked to the topics.

Within ever topic, children build on their knowledge and skills though progressive knowledge planners which include Vital Vocabulary.



GOVERNOR COMMUNICATION

Our Link Governor: Mike Foster



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.