

# Art & Design

## Intent

- Equip pupils to successfully think, work and communicate like an artist.
- Develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

We follow the EYFS statutory framework and National Curriculum.

The foundations of Art are cemented in the EYFS through learning within Expressive Arts and Design. Our ambitious interpretation of the National Curriculum places knowledge, vocabulary, working and thinking artistically at the heart of our principles, structure and practice.

## Substantive knowledge

- This is core knowledge and explicit vocabulary required to be successful to learn about the content.
- It is mapped out on our Long Term Plan and within our Medium Term Plans.

## Disciplinary knowledge

- This outlines key aspects of artistic development in the Working Artistically section.
- The features of thinking artistically may involve shape, line, colour, values, form, texture and space.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures.  These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

## PRINCIPLES

- A guiding principle of our Art teaching is that each study draws upon prior learning through a range of modules that revisit, elaborate and sophisticate key concepts and skills.
- Pupils become 'more expert' with each study.

- EYFS pupils learn about Expressive Arts and Design through daily activities exploring different media. These experiences are built upon and used to position new learning in KS1.
- Specific and associated artistic vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in Art has a vocabulary module with teacher guidance, tasks and resources.
- High quality teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.

### **Sequencing**

Our Art curriculum is sequenced in meaningful and connected 'chunks' of content to reduce the load on the working memory, as well as creating coherent and strong long-term memories. We have an art routeway and a skills and vocabulary progression document to ensure that children build on their previous experience in a well thought through way.

### **Spaced Retrieval Approach**

Our Art curriculum is delivered through a series of modules which are spaced throughout the academic year, with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding and embed learning.

Our curriculum maps clearly show how our curriculum delivers (introduces and revisits) the National Curriculum expectations for Art within and across year groups.

### **Early Years**

- In Early Years, early Art content is taught through Expressive Arts and Design.
- To help children develop their fine motor skills, we feel this curriculum promotes becoming an artist whilst also enhancing children's physical development.

### **Key Stage 1**

- The KS1 curriculum is organised into blocks, with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage.
- Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their learning journey at increasing degrees of challenge and complexity.
- In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This supports teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

## Implementation

### Modular Approach – Knowledge

Art is taught across KS1 in modules that enable pupils to study in depth key knowledge, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS. When possible and appropriate, we link our Art & Design to our History or Geography topic. At other times we focus on the skill being developed or a particular artistic style or artist.

### Development of Artistic Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as an Artist by knowing that:

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### Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (*Mixing Colours* in Year 1 and *Exploring Colours* in Year 2). Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues.

In Year 1, children explore themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

### Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with essential skills and knowledge projects (*Colour Theory* in Year 3 and *Warm and Cool Colours* in Year 4). Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

## **Upper Key Stage 2**

In Upper Key Stage 2, each autumn term begins with essential skills and knowledge projects (*Colour in Landscapes* in Year 5 and *Colour and Style* in Year 6). Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of *taotie* and the significance of the Expressionist movement.

In Year 6, children are encouraged to work more independently in projects like *Environmental Artists* and *Distortion and Abstraction*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects *Inuit* and *Trailblazers, Barrier Breakers*.

## **Minimum Lesson Expectations**

All Art lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Use of key vocabulary in learning
- Working artistically
- Evidence of learning in pupil's sketch books

## **Vocabulary**

Our key skills and vocabulary routeway explains how we develop the vocabulary of art.

## **Home Learning**

At least one piece of art home learning is given to children each term.

## **Tailoring for SEND / <20%**

We aim for all Art lessons to be accessible to all pupils.

- Scaffolding
- Explicit instruction
- Cognitive & metacognitive strategies e.g. knowledge notes
- Flexible grouping
- Use of technology

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory needs. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on. Pre-teaching of key vocabulary may be required for some children.

### **Oracy**

When discussing the work of artists, including their own pieces of art, pupils are encouraged to speak using full sentences and incorporating key artistic vocabulary. This is modelled by teachers e.g., using 'my turn, your turn'.

### **Art History**

Children will be taught about contemporary and classic artists and how they influence their art and on society and on the art world. For example:

#### **Art History:**

**Albrecht Durer (1471 – 1528)**

Born in Nuremberg, Germany, Albrecht Durer was one of the first artists to become famous throughout Europe in his own lifetime. His work is well known for its intricate details of nature. Durer made carved wooden blocks and engraved metal plates using his drawing skills. He signed almost all of his work with an interesting arrangement of his initials.

### **Links to Literature**

Where possible, our Art curriculum will be supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

## Impact

### Teacher assessment

#### Formative

- The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

#### Summative

- Evidence of pupil outcomes are used to check on pupil understanding and skills.
- Expectations for each block are made explicit, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools to make a range of marks.

#### Monitoring

- Pupil Voice and book looks will be completed to ensure that all learners have been able to access the content to know more and remember more and can use key vocabulary in context. The subject leader will talk to a range of pupils about what they have learnt and can remember. The leader will assess their use of and understanding of the subject specific vocabulary for that unit of work and use this assessment to feedback to staff about gaps in knowledge and understanding and ensure progress for all from individual starting points.
- Through the monitoring of pupils' books and by talking to pupils, the subject leader will gauge whether pupils are learning and applying the key skills taught and using the vocabulary to explain those skills.
- The subject team will look at one core discipline per term, e.g. Drawing, to monitor progression within year groups and across the school.

#### Outcomes

- Pupil outcomes will be recorded in floor books (EYFS) and sketchbooks from Year 1. At the end of a unit of work, children will be asked to answer questions linked to the task, artist and/or skill they have been learning.
- Teachers evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- Best examples of work will provide exemplification material to demonstrate the expected standard against which teachers can assess pupils' work.
- The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.
- We want to ensure that all learners have been able to access the content to know more and remember more. The subject leader will talk to a range of pupils about what they have learnt and can remember. The leader will assess their use of and understanding of the subject specific vocabulary for that unit of work, and use this assessment to feedback to staff about gaps in knowledge and understanding, and ensure progress for all from individual starting points.