

ART

Intent

To ensure that all children, regardless of gender, ability or background have the opportunity to experiment with; develop an understanding of; and become skilful in a range of art techniques including colour, texture, shape, line, space, form and pattern.

Our curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme of work is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

It also supports pupils to meet the National Curriculum end of key stage attainment targets and covers the National Society of Education in Art and Design's progression competencies.

EYFS

In the EYFS, art is incorporated into the area of learning entitled Expressive Arts and Design. Children will be given the opportunity to explore a variety of materials, tools and techniques, experimenting with colour, sculpture, design, texture, form and function. Children should be able to use what they have learnt about media, arts and materials in original ways, thinking about uses and purposes and should represent their own thoughts, feelings and ideas through art and design. The children will complete an art project half termly, following the Kapow scheme of learning for Reception.

Curriculum (Y1-6)

We have developed our Art curriculum using schemes of work from Kapow Primary. The schemes of work aim to inspire pupils and develop their confidence to experiment and invent their own works of art.

Art lessons are taught over three half terms across the year and a two year cycle has been created to ensure all topics are covered. Teachers will follow the schemes of work to teach, plan and prepare lessons. Through Years 1-6, the sequence of art topics will provide children with a wide range of opportunities to practice and develop a range of artistic techniques. Children will develop art appreciation through studying and exploring a broad range of artists, craft-makers and designers and consider the differing cultures, resources, experiences and senses of beauty.

Following the scheme of work, lessons should provide children with the opportunity to experiment, explore, plan and create pieces of work that the children can be proud of. Children are provided with exciting art opportunities to both develop themselves as artists, acquiring specific skills such as stippling or sketching, but also to develop themselves as overall learners and individuals, advancing in areas including risk-taking, innovativeness, decision-making and motor skills. Children have opportunities to revisit art and design skills, enabling them to improve their mastery of such.

The Kapow Art scheme of work is designed with four strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity through the key stages. This allows pupils to revise and build on their own previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

The units of work fully scaffold and support age appropriate sequenced learning. Creativity and independent outcomes are embedded into the schemes of work, allowing students to make their own choices and decisions. As a result, their art outcomes, whilst still being knowledge-rich, are unique to the pupils. Lessons are always practical in nature and encourage experimental and exploratory learning. Pupils use sketch books from Key Stage one to document their ideas. Kapow Primary also supports teachers who may lack confidence in their own artistic abilities by providing pupil and teacher videos to support the teaching and learning of Art.

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels. Teaching should be adapted by:

- Outcome
- Task
- Questioning
- Level of support
- Enquiry skills

Impact

Our curriculum is designed so that the children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. The children are constantly monitored through both formative and summative assessment opportunities. These are used to record progress each term and recorded on DCPro as working towards, expected or exceeding in each unit.

When our children leave they will:

- Produce creative work, exploring and recording ideas and experiences.
- Be proficient in drawing, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectations outlined in the national curriculum for Art and Design.