





Art at St James C.E Primary School



 Joyful Readers  Opportunities to Build Up Knowledge and Skills  Understanding of British and Christian Values  Resilience and Perseverance  Nurture Curiosity  Encourage Articulate Learners  Your Wellbeing and Health	 INTENT STATEMENT <p>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.</p>	 INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED <p>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:</p> <ul style="list-style-type: none"> Gathering inspiration Exploring art media Developing understanding Recording responses Reviewing artwork Modifying Evaluating <p>Within each topic, children will be drawing upon their ability to observe, imagine and use their memory.</p>	
 VISION <p>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.</p>	 EYFS AS THE 'BEDROCK' <p>ELG - Expressive Art and Design Creating with Materials - The Discipline of Art. Characteristics of Effective Learning.</p> <ol style="list-style-type: none"> 1.) Engagement - Playing and Exploring. 2.) Motivation - Active Learning. 3.) Thinking - Creative and Critical Thinking. <p>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.</p>	 CULTURAL CAPITAL <p>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.</p> <p>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'</p>	 JOYFUL READERS <p>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.</p> 



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CURRICULUM PROGRESSION

Parish Church of England Primary

ART LONG TERM PLANNING - Whole School Topics 2021 - 2022



	Autumn	Spring	Summer
Year 0	Grouped Portraits Fruit and vegetable portraits	Icons Making sketches from clay Stippled drawing	Icons Looking at patterns and prints Exploring textures
Year 1	Local Church (Drawing) Draw plan and colour in a cross Cleaning the building Looking at the window and stone carvage Comparing Orthodox and Hindu art Our Seasons (Printing and Textiles) Compare patterns and colours Colour mixing related to seasonal colours Design seasonal cards and different materials	Icons with Antony Corning Look at Tada for the British Isles which was made in St Helen Discuss scales by comparing 'Angel of the North', 'Tada for the British Isles' and 'British Isles'	Patterns Patterns (Drawing) Focus on Print, colour mixing Using Hinge some Printing with texture Printing on different surfaces Patterns (Drawing)
Year 2	Our local landscape (Collage) Compare patterns and colours Design seasonal cards and different materials Link back to the Lion Building and the architect Walter Aubrey Thomas Liverpool White Sea Lion effigy Albert Darby	Icons Consider black and white landscapes (print/brush) Comparing the differences between landscapes Using collage to explore differences Discuss and explore different links linked to the Lion Building	Digital Media with Anabelle Technical drawing of buildings Looking at how design has changed over the years Discussing architecture in a series
Year 3	Medievalism Art (Collage) Consider a range of artists from the 1000s eg. Min, Gaudy, Dala, Picasso etc. Focus on the creation of the Sagrada Família and Parc Güell	Victorian Art vs Contemporary Art Look at a range of artists for the Victorian era and today eg. William Morris, J M W Turner, Marcel Duchamp and Thomas Gainsborough with Bridget Riley and Barbara Heathcote What is art?	Street Art vs Live Art (Printing and Textiles) Who were the first artists? Look at 'Live Art' Colour mixing Comparing traditional and modern Working on different textures Creating media around different patterns
Year 4	Jewish Symbolism (Digital Media and Photography) Observational drawing and photography of artefacts Using reflections, spec to manipulate photography Draw from manipulated images	Human Art (3D) Comparing human pottery with a contemporary artist (Shane Burby) Sketching of real life Create and print using traditional and contemporary styles Observational drawing of their own jobs	Sketches and research of history's work Creating images inspired by his landscape work using a range of media including the use of iPad. Which do you prefer? Look at printed work and photo montages Large scale class pieces
Year 5	South America (Printing and Collage) Create patterns from the forest animals and plants Look at Sophie Allport Developing ideas	Egyptian (Printing and Textiles) Observational drawing from artefacts Comparing art from the Egyptian to the 1900s Manipulating inspired by the Egyptian onto different materials	Figures - Environment A project to help children to develop their own creative ideas Can some guidance by reflecting on the images from the year before may used to use
Year 6	Islamic Art/Architecture (Digital Media) Observational drawing and photography of artefacts Using reflections, spec to manipulate photography Draw from manipulated images Look at the Top Model and design Islamic mosaics (mosaic@mathew.com)	Art in Central America (3D) Explore Tada Milla and self portraits using grids Look at Maguez to create self portraits in that style Create clay models from design Abstract art linked to Maguez calendar	Figures - Environment A project to help children to develop their own creative ideas

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)

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.



SUBJECT PRIORITIES AND ASSEMENT DATA

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