



## What Art looks like at Sandiway Primary School

In Art, we take our children on a journey that is engaging, exciting and empowering for all

### Curriculum Intent

By the time our pupils leave Sandiway they are skilled artists. They develop a secure knowledge of the key elements of art and foster a life-long curiosity in their own creativity and that of others from a variety of traditions, times and cultures. Our progressive, enquiry- based curriculum engages, excites and empowers our pupils as artists.

#### **Our Philosophy :**

To inspire children's creativity and curiosity about art by:

- Following a bespoke Curriculum with elements taken from the 'Split' Access Art Primary Curriculum.
- The following three areas of knowledge are explored:
  - 1) 'practical knowledge', which is about developing technical proficiency
  - 2) 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork
  - 3) 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged
- The formal elements of art (these being line, tone, colour, texture, pattern, shape and form and Space) are taught and referred to.
- Teaching skills in a variety of media. The focus is on teaching skills in drawing, painting and 3D. We also cover collage, printing, photography.
- Providing a progressive curriculum in both art skills, knowledge and elements.
- Ensuring that creativity works alongside skills acquisition.
- Studying a diverse range of artists (and craftspeople) and their styles, including artists with a British Heritage, artists to compare different cultures, time periods (traditional, modern, contemporary) and different traditions.
- Ensuring there are opportunities within each unit to evaluate and analyse creative works using the language of art, craft and design.
- Cross curricular links are made where possible.
- High quality modelling and scaffolding of the skill leading to the exploration of ideas and high-quality art and design work.
- Termly enquiry based questions are set for the children to explore, giving them opportunity to experiment, practise and reflect on their learning.

We encourage our children to be tolerant and responsible citizens through the understanding that people's art is unique and therefore commands respect.

In art, our children experience a variety of approaches (traditional, modern, contemporary), cultures and traditions and connections are made to these

which supports them in appreciating the awe and wonder of art in the world around us.

**The basis of the knowledge and understanding at each stage, as set out in the National Curriculum:**

**By the end of EYFS, pupils will have learnt:**

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

**By the end of key stage 1, pupils will have learnt:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**By the end of key stage 2, pupils will have learnt:**

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists and designers in history

# Curriculum Implementation

## **This is how it works:**

- We follow a bespoke Curriculum with elements taken from the 'Split' Access Art Primary Curriculum.
- Art is taught as a discrete subject showing a progression of skills.
- Children use prior experiences to then build on new skills.
- The teaching sequence of review, teach, practise and apply is embedded practice.
- The acquisition of skills and practise is presented in sketchbooks which will transition with the class through the school years to show progression.
- Opportunities for both independent and collaborative work
- Each unit of work will study artists, craftspeople, designers, architects or illustrators. By end of Year 6, pupils will have been exposed to a variety of approaches and people developing cultural capital and understanding the diversity of the subject.
- Where appropriate, we encourage exploration of a variety of artists work within each unit to compare artists/cultures/time periods. We select content taken from the whole history of art and the different traditions within it
- Collaborative work as a whole school community is encouraged and celebrated through displays around the school environment. (Northwich Art Festival, links with church, community arts projects)
- Art days are planned at the end of a unit of work to ensure sufficient time is allocated to the completion of final pieces where the application of learnt skills is evidenced.
- Where possible, work alongside the local community to link with local shops, church, families, other schools, artists, celebrations and events to further enrich the children's experiences of the subject.
- Extra-curricular clubs to further prompt a passion and curiosity for art and design.

## **This is what adults do:**

- Provide positive modelling within art and design work, encouraging an environment where everyone is an artist.
- Use worked examples that model and exemplify key techniques or aspects of techniques
- Facilitate guided instructions to break down steps into smaller parts.
- Model and scaffold evaluation and analysis of creative work by sharing own thoughts.
- Provide structured tasks, for example by limiting the choice of materials, or confining practice to the production of maquettes

(preliminary models or sketches) rather than 'finished' final outcomes

- Provide opportunity for repetition (practise)
- Isolate the technique that pupils are in the early stages of learning
- Ensure children are seeing examples of unfinished work, and suggesting how to resolve them
- Give longer tasks and projects that allow pupils to apply their knowledge of practical techniques to come to artistic conclusions

**This is how we support and ensure access for all children:**

The art curriculum is ambitious for all children.

- The art curriculum is equitable and appropriate for all groups ensuring full access and parity for all pupils.
- targeted teaching to break down or reinforce aspects of the art and design curriculum
- Small group/1:1 adult support given where required.
- Awareness of cognitive load to make appropriate adaptations.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different sized paintbrushes or paper, additional templates etc).
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources. Consideration may be given to the space children work in.

**This is how we challenge:**

- Support of tasks, or outcomes is planned.

- Small group or 1:1 feedback to further challenge.
- Open-ended tasks.
- Through questioning.
- Encouraging self-evaluation and testing of ideas.
- Peer learning.

## Curriculum Impact

### **This is what you might typically see:**

- Happy and engaged learners
- A variety of independent, paired and group work
- Exploratory sketchbooks
- Engagement and perseverance
- Self-motivated children
- Children talking positively about art and design, sharing and reflecting on their learning
- Resolved final pieces that show application of newly acquired and revisited skills.

### **This is how we know how well our pupils are doing:**

- Observations of artwork being produced and sketchbooks
- Verbal feedback from teacher to pupil
- Verbal feedback from pupil to teacher/TA
- Pupil voice conversations with Subject Leaders/ SLT
- Photo evidence on Seesaw
- Monitoring of children's progress over time

### **This is the impact of the teaching:**

- Confident children who can talk about art and design.
- Children who are enjoying their learning in art and design.
- Children who are equipped with a range of skills and techniques to create different artistic/design creations and models.
- Children who know how to use and apply different tools for artistic effect.