
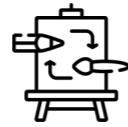



# Subject on a Page ART

 Develop children into creative thinkers, inspired by other artists and their work.


Provide children with the opportunity to use a variety of media. Teaching will ensure previous learning is built upon, progressing skills forward through experimentation.



 Deliver an engaging curriculum which encourages children to feel empowered over their creative decision making.

Support children in the planning and development process to use the skills they know to create a cohesive piece of work.



 A well structured curriculum will be used to ensure all children receive a high level of art teaching. This allows for a consistent progression of skills throughout the years.

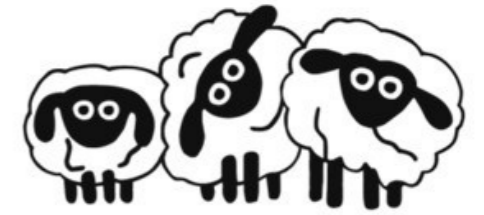
Use of sketchbooks will show a clear development in skills through a creative process.



## INTENT

WHAT DO WE AIM TO DO?

'Art is an international language,  
understood by all'



## 4 CORE STRANDS

Throughout the school, our Art curriculum is divided into 4 core strands:

- Drawing
- Painting
- Sculpture and 3-D
- Craft

In order to ensure children have the opportunity to explore all strands, every key stage will have a topic written into the curriculum which falls under each area. To support learning the skills required for each strand will develop throughout the key stages.

This will be shown as follows:

KS1: Drawing - Great Fire of London Silhouettes  
Painting - Abstract Art  
Sculpture - Bugs and Birds  
Craft - Where The Wild Things Are (masks)

LKS2: Drawing - Botanical Drawings  
Painting - Water colour (Landscapes)  
Sculpture - Human  
Craft - Block Printing

UKS2: Drawing - Pastels (Space)  
Painting - Japanese painting  
Sculpture/3D - Set design (Harry Potter)  
Craft - Textiles (70's peg dolls)

## ARTISTIC KNOWLEDGE

We will develop the artistic knowledge of our children through 3 types of knowledge. Practical, theoretical and disciplinary.

Practical knowledge is the methods the children will use to explore a new media.

Theoretical knowledge is explored through the analysis of artists, their work and historical contexts.

Disciplinary knowledge is the broader understanding of what art is as a subject and how we develop as artists.

## PROGRESSION OF SKILLS

To ensure continuity throughout we use a progression of skills which is split into 3 strands:

Fluency allows children to recall the component knowledge of each strand from previous learning in order to support their proficiency in each area.

Experimentation encourages children to use their knowledge of art to try out new ideas and make individual, informed artistic choices.

Authenticity ensures children can communicate their thoughts and ideas from experimentation using their autonomy to create original art work.



## IMPLEMENTATION

HOW WILL WE ACHIEVE  
OUT INTENT?

## USE OF SKETCHBOOKS

At Greenfields, sketchbooks will be used for evidencing a range of processes. They will be used for recording observations about the world. Practicing and developing methods needed to create artwork. Exploring and experimenting with new techniques and documenting their designs. By presenting this within sketchbooks we will provide consistent opportunities for practice as well as creating ownership over their own creativity. Skills and understanding developed by the children will be evidenced in a creative manner, where children hold autonomy over their work. High expectations from teachers will allow this alongside clear skill development.

This will be shown in sketchbooks using the following focuses:

**Taking in:** The opportunities to be observant, curious, show interest, and to build upon their previous knowledge.

**Testing out:** Opportunities to experiment, take risks, develop creativity, manipulate media, and build a sense of wonder.

**Reflecting:** Provide time to implement existing knowledge by reflecting on prior learning, evaluating existing skills, and own creations. These can then be shared amongst peers.



# IMPLEMENTATION

HOW WILL WE ACHIEVE  
OUR INTENT?

## EMPOWERMENT AND VALUE

By teachers showing encouragement and enthusiasm, high expectations can be held, while still ensuring work is celebrated and valued. Pupils should feel excited to share and discuss work they produce creating enjoyment within the classroom and a culture of pride and creativity. This will be cultivated in the classroom through joy of experimentation and freedom to make artistic choices and express these.

## VOCABULARY

Children in KS2 have daily vocabulary lessons which focus on tier 2 language and Greek/Latin root words. By focusing on these key areas of language, children are able to apply and understand across a range of contexts. Within Art lessons, teachers will ensure that the key tier 3 vocabulary which is applicable for each area of study is practiced and learnt. Teachers will ensure that new artistic terms are embedded and built upon.

## INCLUSION & INTERVENTION

Teachers will continually assess children's ability and progress using information from lessons, observations and assessment. Swift intervention will be made where necessary. Teachers will use strategies such as pre-teaching, scaffolding and targeted intervention.



Children's artistic skills are developed and they are able to create unique well thought out pieces of artwork, which they can be proud of.

Teaching will encourage a creative mindset but will also hold high standards of outcomes.



Children can use a variety of media and materials, understanding how they can be manipulated and adapted to achieve various artistic outcomes.

Children are empowered and therefore take creative risks within their work.



Through the progression of skills there is a continuity in the development of artistic understanding throughout the years.

Sketchbooks show clear development of skills presented throughout a creative process.



# IMPACT

HOW DO WE KNOW WE HAVE  
ACHIEVED OUR AIMS?