



Art

Intent:

At Hunningley Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding through the framework of three vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise art, as well as small steps to support pupils to gain a deep understanding of complex, abstract ideas.

Formal elements – colour, form, line, pattern, shape, texture, tone.

Techniques – drawing, painting, printmaking, 3D sculpture, textiles, photography/digital art.

Use of materials – clay, paint, pencils, charcoal, fabric

As they progress through the curriculum, pupils build their understanding of practical concepts like colour or the use of clay; they revisit and add layers to their understanding throughout the curriculum.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children are also introduced to a range of works by different artists and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.

Implementation

Early Years is the first opportunity to develop our children's creativity and imagination. We implement our art curriculum by following the interests of the children through the Early





Years Foundation Stage Statutory Framework which aims to guide pupils' development of artistic and cultural awareness. We provide our children with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We develop their understanding, self-expression, vocabulary and ability to communicate through the arts through high quality and varied experiences. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In Key Stage 1, children are taught that Art is a way for humans to make sense of the world around them, either by documenting it, reinterpreting it or celebrating it visually. Pupils are taught these skills (vertical concepts) to create a firm foundation and understanding of practical skills ready to use to communicate thoughts and feelings in Key Stage 2.

In Key stage 2, children are taught that art is ancient and that humans have expressed themselves artistically throughout our existence. They will know that artists explore the past and its impact on the present and that artists bring difficult or contentious issues to light and provoke debate and discussion through their work. Using the skills they have progressively built upon, pupils begin to use these to express their own thoughts and ideas through their art work.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. Each lesson has a concise learning intention and we are determined that children develop the progressive skills of an artist. Substantive knowledge rich lessons where pupils build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organisers which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know more and remember more. Based upon up to date research on cognitive load and on how pupils learn more effectively, determined our approach to implementing our art curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning is embedded into children's long-term memory.

For each unit of learning, teachers plan for and children experience:

- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and definitions, that all children must know and remember.
- Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed strands or vertical concepts delivered following





Rosenshine's Principles of Instruction.

- The disciplinary knowledge needed to be a successful artist.
- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in that subject can lead to.
- A cycle of lessons which carefully plans for progression and depth.
- A curriculum that is well adapted, designed and developed to be ambitious and meet the needs of all learners and ensure children know more and can remember more.
- Opportunities for all pupils to see themselves reflected in the curriculum by educational visits, visiting experts and artifacts to enhance the learning experience.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see firsthand the curriculum they are learning at that time in their own school environment.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'Four Broad Areas of Need' document to ensure their planning meets the needs of all pupils; changes to pedagogy are considered and changes to content are made in consultation with the art lead and the SENCO.
- Children will sketch and explore medias and their uses in a sketchbook which will progress through their school years, allowing children to see their own progression and reflect on their prior work and learning.
- A means to display and celebrate the pupils' artwork in their class.

Our progressive sustainability Art curriculum interweaves within the Hunningley curriculum to ensure children have the rich and deep knowledge needed to make meaningful change. We endeavour to work more sustainably within each unit of work, and we take every opportunity to recycle and repurpose materials to remind pupils about the impact of climate change. As part of their subject specific learning children are taught about careers associated with Art. When exploring each vertical concept, links are made with careers that are connected to the skills taught. For example, a passion for drawing or painting may lead to a career as an illustrator or designer, pupils who enjoy digital art may enjoy a career in photography or graphic design. It is important that children know and understand the routes and career paths open to them.





This scheme of work has been adapted to provide links to pupil's local community to make it more relatable. Pupils will explore the natural world within this curriculum; therefore, it will benefit pupils to see art portrayed in the natural world within their community. Children will visit Cannon Hall gardens, where local artists have created sculptures and other moderns of art using natural resources that surround them. In addition to this, pupils will visit the immersive classroom to explore art works from around the world by a diverse range of artists. Pupils will also have the opportunity to visit art galleries and places that showcase a range of artists and styles of art such as sculpture parks.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Opportunities for work to be displayed beyond the classroom such as on corridors or special show casing events and exhibitions, where work can be shared with a wider audience including children from other year groups and parents.
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Teachers consistently interact with pupils, assessing their thought process, knowledge and understanding. Feedback is actionable, precise and acted on by the children where necessary.
- Recall and retrieval practice demonstrates whether learning has been remembered.

In Art, children will be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children will take risks, experiment and be reflective artists.

Our Art curriculum is also planned in a way that promotes cultural capital. All children will learn the same skills and can realise their talents and develop their character through self-expression. Children will be exposed to a wide range of experiences that will enhance their skills development and provide them with knowledge about a wider range of





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culture. This will be delivered through guest speakers from local artists, visits to local art galleries and visits to other areas within our community and around our community to explore how art is embodied throughout different institutions.



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