



Art

Intent:

At Hunningley Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials, including natural resources used during outdoor learning sessions. Pupils will learn how to create art using materials found in nature—such as leaves, twigs, stones, and clay—developing an appreciation for texture, form, and sustainability. These experiences foster a deeper connection to the environment and encourage children to see the artistic potential in the world around them. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be 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 art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.

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 endeavor 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 modems 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.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to 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 are





encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation:

For this 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.
- 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.
- Engage in outdoor art sessions where they collect and use natural materials to create sculptures, collages, and land art
- 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.

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.
- Children develop a deeper appreciation for the textures, forms, and colours found in nature, which enhances their observational skills and artistic expression. By working with natural resources, pupils gain a practical understanding of sustainability and the importance of repurposing materials, reinforcing cross-curricular links with science and geography.

Our Art curriculum is also planned in a way that promotes cultural capital. All children will learn the same skills and have the opportunity to 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 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.

