



What Art Looks Like in the Federation

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Curriculum Intent

What an Art lesson looks like in our school:

- Art is taught in a cross-curricular way throughout the school with evidence on display, in sketch books and saved electronically.
- Opportunities to inspire children's curiosity about art.
- Vivid core and foundation subject displays in classrooms inspiring children to showcase their work.
- Art workshops linked to topic (e.g. Year 2 pottery, Year 3 Stone Age jewellery making/aboriginal artwork).
- Art resources available for each year group.
- Art days and focused artists studied as a whole school to incorporate the skills as required by the National Curriculum.
- Each year group chooses from a range of artists which they focus on and use to inspire their art.

This is our philosophy:

- High quality modelling and scaffolding of the skill leading to high quality art and design work.
- Children learning through exploring different artists styles whilst acquiring new skills.
- Cross-curricular links wherever possible.

Cultural Capital

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladders without necessarily having wealth or financial capital.

Powerful subject knowledge in Art and Design

The art and Design curriculum

The development of skills and techniques in Art

The knowledge of how to use tools and materials safely

The knowledge of local, national and worldwide artists and designers and their importance to society

Gaining an understanding about how art throughout history reflects society at that time

Powerful personal knowledge in Art and Design

The celebration of art achievements

Visits to art galleries

Workshops by visiting artists

Participation in local, community art events- Ludlow Fringe Festival

An understanding of careers related to Art and Design

Understanding the opportunities that are available in the future to allow them to become life-long learners

This is the knowledge and understanding at each stage:

By the end of EYFS, including the Nursery, pupils will:-

- 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.
- Make use of props and materials when role playing characters in narratives and stories.

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, architects and designers in history.

Curriculum Implementation

This is how it works:

- Artwork is produced as a cross curricular or as a discrete subject showing a progression of skills.
- Artwork produced and placed in class sketch books and stored electronically which will transition with the class through the school years.
- Work to be updated and displayed in classroom throughout the year.
- Collaborative work in each year group for topic/any subject.
- Collaborative work as a whole school community and displayed in celebration in the schools' entrance hall or communal areas.
- Collaborative school projects throughout the year.

This is what adults do:

- Positive modelling to eliminate errors within art work.
- Create a learning environment rich in resources that support learning.
- Termly monitoring of class sketch books and Seesaw.
- Raised profile of Art in Art days and after school clubs.

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

- Small group/1:1 adult support given where required.
- 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).
- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to discuss art or develop skills.
- Use of teacher and self-assessment to quickly identify any child who requires additional support in specific skills.

This is how we challenge:

- Differentiation planned from the very start of the lesson.
- Small group work to further challenge.

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners.

- Paired/group work.
- Vivid inspiring displays of work.
- A range of different activities including practical and use of technology.
- Engagement and perseverance.
- Self-motivated children.
- Children talking positively about art, sharing and reflecting on their learning.

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

- Verbal feedback.
- Photo evidence/QR codes linking to videos of art – well annotated either by child (KS2) or teacher (KS1) so that the journey of learning is clear including mistakes/misconceptions.
- Sketch books containing evidence of artwork throughout the school.
- Targeted use of TAs to support individual children.
- Monitoring of children’s progress.

This is the impact of the teaching:

- Confident children who can talk about art.
- Children who are enjoying their learning in art.
- 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.

Cultural Capital

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In Art and Design, the powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in Art

- The art curriculum
- The development of skills and technique in art
- The knowledge of how to use tools and materials safely
- The knowledge of local, national and worldwide artists and designers and their importance to society
- gaining an understanding about how art throughout history reflects society at that time

Powerful personal knowledge in Art

- the celebration of art achievements
- visits to art galleries
- workshops by visiting artists
- participation in local, community art events
- an understanding of careers related to art
- understanding the opportunities that are available in the future to allow them to become life-long learners