

'Caring, Curious and Confident'

Curry Rivel Church of England Primary School



Curriculum Overview: Art

Our curriculum approach to Art reflects our vision 'Caring, Curious and Confident'. In particular, we aim for pupils to develop creativity in Art as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.

Intent

All pupils will access high quality art and design education. Art and Design is aimed to inspire pupils and develop their confidence to experiment and invent their own works of art. The opportunities are designed to allow pupils to develop their ability, nurture their talent and interests and to express their ideas and thoughts through creativity and reflection. The children will gain understanding of the history of art. How it influences our understanding to be a part of society and the importance of developing confidence to be able to reflect change and be agents of change.

We recognise that Art is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same year after year. Therefore, we have sequenced the content of Art using a two year 'rolling programme' for each class which ensures that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity. These concepts are:

- **Line**
- **Shape**
- **Tone**
- **Texture**
- **Pattern**
- **Colour**

'**Substantive**' knowledge' is carefully 'curated' and we use 'Knowledge Organisers' to present this core knowledge. **Skills** are progressive through the use of the Art **skills and progression overview**. We are also deepening our understanding of **disciplinary knowledge** for each subject so that concepts connected to a unit of work are revisited across the age ranges. By revisiting the concepts rather than the topics, we are able to embed knowledge and create connections with prior understanding, therefore making the learning 'sticky'.

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In Art, knowledge and skills are taught through '**strands**' which are repeated for each pupil's journey through the school:

1. Making Skills
2. Generating Ideas
3. Formal Elements
4. Knowledge of artists
5. Evaluating

Implementation

- We use 'KAPOW' as a source of high quality planning for our teachers.
- Each class is taught Art weekly for half a term every term.
(R/Y1 block lessons, skills are taught and revisited through a hands on/play and discover approach to learning)
- High expectations and 'Cultural Capital' is gained by:
 - Using **high quality literature and texts** across the curriculum.
 - Valuing '**oracy**' and teaching high-level **vocabulary**.
 - Using '**authentic**' high quality resources.
 - Making links to '**Primary Futures**' which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.
- Teachers use 'Assessment for Learning' strategies including 'fast feedback' and the 'Teacher Assessment Record' to check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- In Art we develop sticky knowledge by:
 - Building opportunities for retrieval practice within the topic E.g Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
 - Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.
 - Using knowledge organisers.
 - Integrating new knowledge into larger key concepts

Impact

- *Creativity and art are so powerful to the young hearts and minds, Art is inclusive as it give children the confidence to communicate in a universal language and can change lives for the better.*

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- Our learners will develop detailed knowledge and skills and as a result, achieve well. This will be reflected in the 'end-pieces', pupils' Art sketch books and their evaluations which form the end of unit assessments. We want children to be able to talk and reflect confidently about what they have learned and how this is connected to other units of work they have been taught.
- The Subject Leader uses a range of tools to evaluate the Art curriculum including end of unit assessments, staff and pupil interviews. They will ask:
 - Is the curriculum working- what do assessments tell me? Are children progressing?
 - What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
 - What can/cannot children do? What have they learned/not learned? How do I know?
 - What is this telling me about the organisation and sequence of the Art curriculum?

Reviewed by Zoe Yarde (July 2021)