

## Rationale

At The Forwards Centre, we see art as a vehicle for creativity and individual expression. We believe that it is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others.

We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience different art forms: drawing, painting and 3D designs, and pupils are encouraged to experiment with a range of different materials and techniques.

We aim to equip children with the skills required to have an understanding of the language of art in order to enable them look at an image or a piece of art and to have an understanding of it, not just react to it; to describe what they see in detail and to provide evidence for their observations.

## Contribution and Readiness

We ensure that the Art curriculum:

- helps pupils gain a secure knowledge and understanding of art around them
- allows pupils to make links between current and previous learning;
- makes comparisons between different artistic pieces from different periods, places and societies;
- encourages pupils to work independently or collaboratively
- gives pupils chance to produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Conduct and Morals

We ensure that pupils develop their own character attributes through the Art curriculum by:

- teaching pupils to try new things and to express themselves through various media
- allowing pupils to engage with art from a range of genres and contexts and to develop an understanding of how the artist might feel and what they may be trying to communicate.



### **Celebrating similarity and difference**

We ensure that pupils celebrate similarity and difference through the Art curriculum by:

- giving pupils opportunities to compare work by different artists
- giving pupils time to compare work from the same time period.

### **Caring for ourselves**

We ensure that pupils learn to care for themselves through the Art curriculum by:

- giving pupils the opportunity to try new things and to express themselves through various media.
- exploring the fact that that the process of creating something often includes failure or mistakes

### **Culture and Creativity**

We ensure that pupils learn about culture and creativity through the Art curriculum by:

- developing pupils' confidence to explore new ways in which to be creative, to share their work with others and to enjoy creating new things.

## **Curriculum Design**

We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience different art forms: drawing, painting and 3D designs, and pupils are encouraged to experiment with a range of different materials and techniques. Opportunities to practise art techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks.

As we believe that it is important for our children to know about different artists and their styles, we plan for opportunities for children to take inspiration from key artists and create their own artworks in their particular styles. Children are given the time within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

Reading is promoted in art lessons, subject specific key vocabulary is prominently displayed and explicitly taught to ensure that pupils are able to fully access the art curriculum. Pupils are also taught to understand the disciplinary literacy of art. Pupils are taught to;

- "Read" and interpret visual elements, such as colour, shape, line, texture, and form, within a work of art.
- Understand the use of visual symbols and cultural contexts that influence meaning in artwork.
- Know the tools, media, and processes used in creating artwork, from traditional techniques like painting and sculpture to contemporary media.
- Understand the vocabulary and technical terms that describe artistic practices (e.g., perspective, composition, and texture)

## Curriculum Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Green Room Cycle A		Celebrations Using Materials to create a piece of art			Great Fire of London Study of an Artist– Jan Griffier the Elder Painting and Charcoal	
Green Room Cycle B	Being Me in my World Study of an Artist – Pablo Picasso Sculptures Drawing			Magical Mapping Painting		
Blue and Burgundy Cycle A			Natural Disasters Study of an Artist - Katsushika Hokusai Using Materials / Sculptures Drawing / Sketchbooks			Victorians Study of an Artist - William Morris Printing
Blue and Burgundy Cycle B		Celebrating Differences Study of an Artist - Frida Kahlo Drawing / Sketchbooks			Europe Study of an Artist – Claude Monet Painting	
Purple, Orange, Yellow and Turquoise Cycle A	Invaders Drawing / Sketchbooks			The Americas Study of Artists – Roy Lichtenstein Andy Wahol Drawing		
Purple, Orange, Yellow and Turquoise Cycle B			Ancient Greece Using Materials / Sculptures			Planet Earth Study of an Artist – Henri Rousseau Painting

## Assessment and Progress in Art

At the Forwards Centre we believe that regular assessment is crucial to learning, because it provides both staff and pupils with valuable insights into understanding and progress. It helps identify strengths and areas for improvement, guiding teaching strategies and the personalised support given to our pupils. Additionally, assessments help to ensure that learning objectives are met and that pupils are developing the skills and knowledge necessary for future success. Progress is measured on an individual basis because of the diverse needs of our pupils.

For every topic in art, the mid-term plans set out the new knowledge and skills that pupils should acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Every term teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered.

We begin each unit with a pre-knowledge check to assess prior knowledge. Regular low-stakes quizzes, verbal questioning, and practical activities help track ongoing progress against 'I know' and 'I can' statements, interpreted from the National Curriculum.