



Art Curriculum Overview

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At Bradley Green we are creating confident, independent artists who can articulate and value their own creative journey.

“Creativity takes courage” Henri Matisse

Our curriculum intent

Our Art curriculum will enable pupils to:

- produce creative work
- Use a range of materials to creatively design and make products
- explore ideas
- develop their imagination
- record their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Personal development

Learning to create and appreciate visual art is a vitally important event that aids in the development of our children as they grow. Art helps their personal growth through enhancing their motor skills, in language development, in decision-making, visual and cultural awareness, and creativeness.

Art is important in our children's development and in the amazement of the world around them. Creating an art environment enables our children to communicate. It also improves their skill in self-expression. The right side of the brain is awakened as it cultivates the skills needed in their personal growth and development. Art in children is a cornerstone component of what goes into making all of us characteristically human.

Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

Our curriculum approach - Knowing and remembering more

Our aim is for all pupils to see themselves as artists and have a real passion for the subject. We do this through using Access Art – a digital visual arts resource. We strongly believe that our children should experience a creative arts curriculum each week and so we alternate Art and Design Technology throughout the year. Our lessons have been designed our subject leader, Mrs Booth who has taken the best from this resource to create our own bespoke curriculum. Our curriculum involves using the outdoors and it develops children's cultural capital by enabling them to meet a wide variety of artists, designers and crafts-people from around the world. The curriculum is more than just a series of technical skills, our holistic curriculum nurtures creative thinking skills and helps to ensure that children at Bradley Green learn through art, as well as about art.

We believe that the Art curriculum we offer at Bradley Green is exceptional as it is a really exciting, rich and forward-thinking curriculum. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum challenges misconceptions and makes links to previous and future learning. Our curriculum enables children to understand how art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can relate information and ideas to each other and make sense of them.

Our three areas of focus are:

- Drawing and sketchbooks
- Working in 3 dimensions
- Paint, surface and texture

Lesson structure

- Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *“Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions.”*
- The learning intentions will be shared with the children. *“If we don't know where we are going, we'll never arrive!”*
- Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *“Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have.”*
- The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.
- Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.
- At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.
- Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.

Assessment

Teachers assess throughout as well as at the end of each lesson and record this assessment on their unit plans. Teachers identify children who have exceeded the expectation or who need more practice and use this to decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is important for the subject leader when they come to revise the unit plans for the following year.

A summative judgement is also completed at the end of each term.

SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful, and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experience success and makes progress in their learning.

Art in EYFS

In EYFS we explore colour, texture, pattern, drawing and shape during adult focused activities. Each child has their own sketch book which includes art work from both inside and outside.

Children have opportunities to practice the skills learned independently in continuous provision, creating artwork of their own.

Pupil leadership

Art Ambassadors

We have Art Ambassadors at school who are children who have shown a keen interest in the subject. They help to set up the whole school Art Gallery showcases in the school hall. The children visit Manchester Art Gallery at the start of their role, and this gives them inspiration for setting up their own galleries. Their other responsibilities as Art Ambassadors are to judge our school Christmas card competition for the annual trust competition, run lunch time art clubs on the playground and to help to sort and tidy the school art resources.



Art Gallery Showcase

We have 3 art gallery showcases across the year where artwork from EYFS to Year 6 is displayed for the whole school community including parents.



Developing expertise



The subject leader keeps up to date with the latest information and research by being part of work group within in the trust.

We are members of Access Art, and they offer online CPD to all staff which is relevant to the scheme to develop their confidence in teaching.

Unit plans have been created by the subject leader to support the teachers in delivering high quality lessons.