

Intent:

At Eastfield we aim to deliver a high quality Art curriculum that will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art building their knowledge and skills (procedural & declarative). Our children are encouraged to understand and think deeply about the creative process and how every day and exceptional creativity can shape the world. We believe that art aids in the children's understanding of the world around them and how different people perceive it. Through our curriculum, we aim to embed key skills in drawing, painting, sculpting and using textural materials, whilst fostering creativity. We aim to provide the children with an avenue of self-expression through enriching experiences both in and out of the classroom. They should be able to evaluate and analyse creative works using the language of art and also gain knowledge of different artists.

We aim to develop our children's

Knowledge and understanding of:

- Using a range of materials
- Different techniques
- The work of different artists, craft makers, architects and designers.

The Skills to :

- Creatively explore their artistic ideas using a variation of media.
- Develop a wide range of techniques.
- Evaluate and analyse creative works using the language of art, craft and design.

Implementation:

Curriculum Organisation:

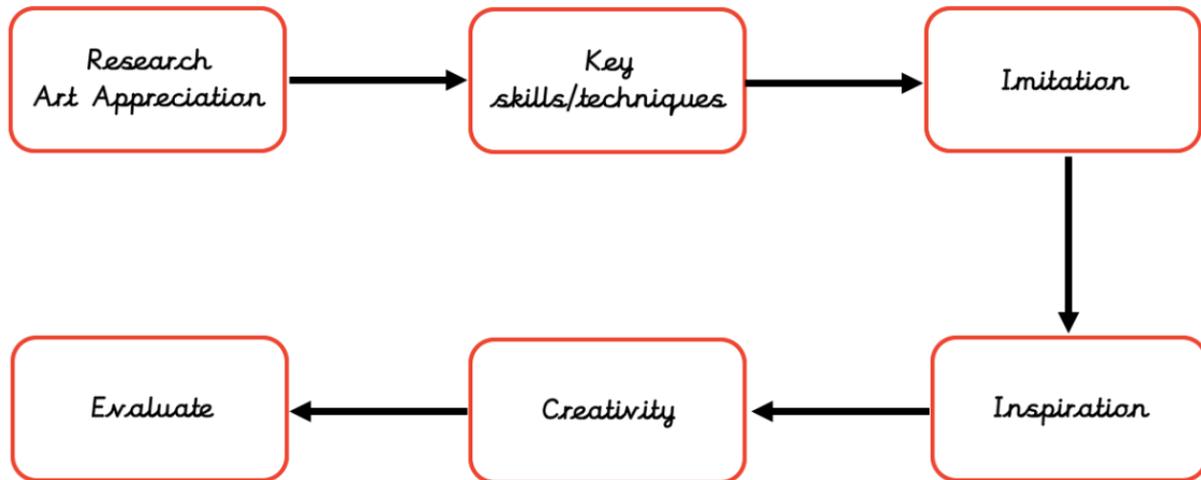
Our curriculum is organised to develop our children's depth of knowledge and skill over time. Art will be taught across the year in Autumn 1, Spring 1 and Summer 1. Year groups will cover different aspects to enable a broad and balanced coverage of skills over the year. Across year groups children will revisit and build upon the different skills, techniques and media. Staff and children will keep a record of their Art in their Sketch Books.

	Autumn ART- 1 week	Autumn	Spring ART- 1 week	Spring	Summer ART- full term	Summer 2
F51	Topic: Me and My World Art Focus: Pointillism- Bears Inspiration: George Seurat		Coronations of Queen Elizabeth/King Charles Printing - Castles Banksy		Jack and the Bean Stalk Drawing- Observational (flowers) Van Gough - Sunflowers	
F52	Topic: Me and My World Art Focus: Collage- Bear Inspiration: Cubism Pablo Picasso		Coronations of Queen Elizabeth/King Charles Painting - Crowns Yayoi Kusama (dots)		Jack and the Bean Stalk Sculpture- Air Dry Clay Henry Moore Beanstalks	
Year 1	Topic: London Art Focus: Painting- Printing and Sticking Inspiration: Boogie Woogie by Piet Mondrian		Changes in living memory Sketching- Pencil Drawings Campbells Soup Cans' by Andy Warhol		Africa Sculpture- Junk Modelling City Girl II, 2010 by Dilomprizulike	
Year 2	Topic: Continents Art Focus: Collage - Paper and Shapes Inspiration: The Snail' by Henri Matisse		Significant Individuals Drawing- Pencil sketching 'Mona Lisa' by Leonardo Da Vinci		North America Painting- Acrylic Sunrise- Roy Lichtenstein	
Year 3	Topic: Rivers Art Focus: Painting- Watercolour Inspiration: 'The Water Lily Pond' by Claude Monet		Bronze Age & Iron Age Sculpture- Clay Stone sculptures by Henry Moore		Australia Painting- Acrylic Gudi and Gugga by Wildflowers by Allan Mckenzie	
Year 4	Topic: Volcanoes Art Focus: Painting- Printing Inspiration: 'Fine Wind, Clear Morning' by Katsushika Hokusai		Vikings Sketching- Pencil drawing 'Bayeux Tapestry'		Europe Painting- Watercolour Impression Sunrise by Claude Monet	
Year 5	Topic: RainForests Art Focus: Collage- Tissue Paper Artist/ Architect: Henri Rousseau		Ancient Mayans Drawing - Pastels Peter Thorpe		South America Painting The Two Fridas by Frida Kahlo	
Year 6	Topic: Antarctica Art Focus: Digital Art - Computing Inspiration: David Hockney		World War II Drawing - Pencils or watercolour pencils The Scream- Edward Munch			

Pedagogy:

Within a sequence of learning, objectives are always included for building **knowledge of** different aspects of art as well as developing children's **understanding of** particular concepts. Children will always be exposed to a key piece of art and an artist to inspire them as well as deepen their understanding.

There is a 6 phase approach



Impact:

At the Leadership Level

Art has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.
2. **Development Activity** - focused improvement work e.g. CPD, staff coaching/mentoring, purchase of resources etc.
3. **Development Moderation** - impact of leadership work e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.

Art has an identified Subject Lead and is part of the Creative Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Art across the school.

At Classroom Level

The impact of the acquired knowledge and skills is measured during the creativity and evaluation stage where children have the opportunity to share their newly acquired skills by producing their own piece of artwork.

Art Subject Lead: Kylie Watson