Great Marsden St. John's Primary - a Church of England Academy.
Our Curriculum Statement for Art

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

Our Values

LOVING God
LOVING Others
LOVING Ourselves
LOVING Learning
LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our Art curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

CURRICULUM INTENT

Our Art Curriculum is broad and ambitious. It is built upon the National Curriculum coupled with defined development of cultural capital "the knowledge that children need to be effective citizens". Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

Our Art Curriculum is well planned and sequenced, it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in Art. The Art Curriculum is a spiral curriculum (Jerome Bruner) where subject **big concepts, procedural and declarative knowledge** are reencountered throughout the child's life at GMSJ.

Procedural Knowledge refers to the knowledge of **how** to perform a specific skill or task, it is automatic. In Art this refers to the following principles:

- Artist information
- Generating ideas
- Creating
- Evaluating.

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Procedural Knowledge in our Art curriculum is based on a practical approach to teaching and on where the children are encouraged to engage in practical activities to develop their **declarative knowledge.**

Declarative Knowledge involves "knowing that". Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. **It is the Who, what, where, when and why of learning.**
Examples in our curriculum

- What is cross hatching?
- What colours mix together to make green?
- What is form?

The two work together. For example, to know the declarative knowledge of 'why we mix colours?', the procedural knowledge of how to observe artist works, generate ideas and evaluate to answer this question would be necessary.

Big concepts are complex and abstract, such as 'place', 'chronology' or 'grammar'. In each discrete subject area **big concepts** are defined. Often, these concepts are complex and abstract.
In Art these big concepts are:

- Drawing
- Painting and colour
- Collage
- Sculpture

These **big concepts** hold declarative and procedural knowledge. They tie together subject topics into a cohesive framework. By encountering the same **big concept** over and over children gradually build understanding of them.

Our Art Curriculum has a coherently planned assessment sequence to measure the impact of the Art curriculum on the outcomes achieved by children. Children should be building a body of Art and we assess learning through an initial assessment at the start of a topic and at the end of a unit of work.

Our Art Curriculum is inclusive. We ensure that adjustments are made to the learning environment that allows all pupils to access the learning taking place in the first instance regardless of need whether EAL, SEND or gifted and able.

Our Art Curriculum ensures that the Golden Thread runs through it. The Art curriculum provides children with opportunities to develop their reading, writing and speaking and listening skills.

We recognise the importance of applying maths in real life contexts and in solving problems. As such, where possible, links between maths and art are made. An example of this is using measure to measure amounts of materials, lengths of paper.

CURRICULUM IMPLEMENTATION.

How we implement our broad and ambitious Art curriculum. From entry into school in EYFS, all children experience the Art curriculum.

We weave high quality activities which increase cultural capital throughout the Art curriculum for example:

- Visits to an art gallery
- Immerse the children in artists they might not normally see

Big concepts are charted on the **Art Curriculum Map**. This careful process ensures that Art learning is sequenced to build upon prior knowledge.

This map also identifies which medium term planning resource must be used to inform short term planning. In Art this is Kapow but can be subsided with other resources only from other places.

Each Art topic states the number of hours that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling of Art looks like this:

In EYFS- 4 areas predominantly combining media approximately half a term, with these different concepts also present in continuous provision areas.
In KS1- 3 areas of Art between 6 and 8 afternoons on each topic area
In KS2- 3 areas of Art between 6 and 8 afternoons on each topic area

For the majority of **Art lessons a defined structure is in place.** This is not dictatorial however, it is expected to see some aspects of the outlined framework in each lesson. In **Art** the lesson model would be that where appropriate Stem sentences would be learnt, the children would be then introduced to a Big **Question**, they would then be taught how to explore and investigate the question. This may take the form of modelling, practical activities, research, ping/pong teaching and the children will demonstrate their new knowledge through a variety of different assessment opportunities.

In Art the use of **STEM sentences** are used where appropriate to hook learning into memory. They are a learning scaffold that can help students respond (orally and through writing) using complete sentences. Where possible technical vocabulary is included into the **STEM sentences.**

Assessment sits at the heart of **Art** teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

In **Art** we assess children's declarative and procedural knowledge by an initial assessment in the form of a focus memory map where the enquiry question for each lesson is attempted. This is then completed again at the end of a unit of work to show the progress that they have made throughout the unit.
In EYFS and KS1 initially children will complete this as a group with children's names .
In KS2 this is completed by each child in their books.
The children who are not accessing the curriculum at their year group level or have achieved greater understanding are recorded and sent to the subject leader.

Distance Learning Assessments
Distance learning assessments take place in the form of Show Its. These are completed 2-3 weeks after a unit of learning. These are often questions e.g. multiple choice, and draw on the children's disciplinary knowledge and explanation. These assessments enable the teacher to see what the children have remembered and also help the children to revisit the learning.

Pupil Conferences
This will take place termly. Groups of children will be invited to bring their books to a discussion with the subject leader, these books will be used as the basis of a discussion about their learning.

Children are taught to 'self assess' their learning against given criteria or a process. In Art this will take place at the end of a piece of work using self assessment faces and effort meter scores and when appropriate this may be introduced as a marking ladder.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. In Art verbal feedback is given instantly throughout the lesson and children self assess and mark their work against a given criteria or process.

How we implement an inclusive Art curriculum. We have high expectations of all our pupils, and although we understand not all children will be working at their age related standard, we do not assume that this applies across all subject areas. We recognise that all pupils have strengths and preferences for learning. We aim to identify and cater to these strengths. All our pupils will experience a curriculum with breadth, however children may not all access an identical curriculum. Learning in all subject areas builds on the knowledge and skills the pupils have already secured.

When planning our inclusive Art curriculum, we have intentionally included experiences that reflect the diversity of the community we serve. For example, we introduce children to a wide range of artists.

When working within the classroom children may have access to visual support- enlarged resources and any other provision that they may require in their school day. We aim to identify and challenge those more able students, this may come in the form of directing them to the library to develop their curiosity within a subject area or raise pinpoint questions so that they can explore their understanding further.

How we implement the Literacy Golden Thread through our Art curriculum.

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the **Art** curriculum. This is achieved by:

- Encouraging to develop their speaking and listening skills through group work within observations and sharing opinions
- Providing purposeful opportunities for children to write, this can be done in a variety of different ways and contexts, for example recording evaluation and new knowledge.

The Golden Thread emphasizes the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Technical vocabulary that is essential for the understanding of **Art** and is taught and displayed in each classroom.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school and Key Stage libraries which allow children to select books to take home. Books related to Art are available for children to access.

CURRICULUM IMPACT

To measure the impact of the **Art** curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

➢ Pupils procedural and declarative knowledge across the curriculum.

How we measure:

➢ Reviewing and evaluating the work pupils produce.
➢ Pupil voice via pupil conferencing

- Observation of teaching and learning
- Reviewing progress from the beginning of a unit and at the end of a unit.

Why we measure:

- To identify strengths in our **Art** curriculum delivery and set goals for improvement.