

'Every human is an artist.' Don Miguel Ruiz.

Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected and cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

Art at Greet

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. They should also know how art and design both reflect and shape our history, contributing to the culture, creativity and wealth of our nation.

Our art curriculum **aligns closely to the National Curriculum** and provides our children with the opportunity to:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers.

At Greet Primary School we teach **an ambitious, knowledge rich art curriculum** through the use of the Cornerstones curriculum. This ensures that our art curriculum content is mapped **sequentially and logically** with **key vocabulary and knowledge revisited** to support children to **know more and remember more**. The art and design projects develop children's skills, knowledge and vocabulary of visual elements, art forms, artists and art movements.

We teach art as a discrete subject so children have the opportunity to think like 'artists', **understanding the subject as a discipline in its own right**. Projects are placed alongside other subject projects where there are **opportunities**



for making meaningful connections. For example, in Year 2 the Beautiful Botanicals unit has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Our art units are linked by overarching themes such as colour theory; pattern texture and design; collage and mixed media; sculpture and observational drawing. These are mapped so that children cover these key themes in each key stage, progressively building upon previously learnt artistic knowledge. Every art unit has an element of artistic appreciation as well as encouraging children to evaluate and analyse artwork.

EYFS

In EYFS children are taught the foundation skills needed for the art curriculum through the specific area of Expressive Art and Design (EAD). Children are encouraged and supported to experiment with an increasing range of media and movement through multi-sensory exploration and expression. Children begin to notice and become interested in the transformative effect of their action on materials and resources.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour project Mix It. The teaching of this project in Years 1 and 2 enables children to be introduced to, and then revisit colour theory, providing plentiful opportunities for children to explore primary and secondary colours. Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community.

In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in drawing and painting.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques.

Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with a revision of skills unit. Year 5 study Line, Light and Shadows which looks at artistic methods and observational drawing. Year 6 study the colour project Tints, Tones and Shades. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures.

In Year 6, children are encouraged to work more independently in projects which require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the project Inuit.

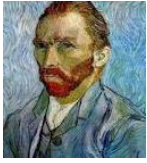
Artistic Styles

During their time at Greet, children study and produce work in a range of artistic styles. From the abstract style of Modrian in Y1, to the realism of Winslow in Y4, finishing with Andy Warhol's pop art and naïve style of Inuit artist Konjuak Ashevak in Y6.



Focus Artists

At Greet we study the work of the following artists:



Vincent Van Gogh



Glen Alps



Georgia O'Keeffe



Paul Cézanne



LS Lowry



Katie Scott



Claude Monet



Richard Wilson



Pablo Picasso



Marianne von Werefkin



Kenojuak Ashevak



Henry Ossawa Tanner

Entitlements

Through the art curriculum every child at Greet will:

- visit an art gallery.
- receive an hour of discrete art or DT teaching each week.
- produce beautiful artwork that will be exhibited around school as well as being added to each child's exhibition portfolio.
- be taught a skills based unit at the start of each academic year to support them in developing the technical skills of being an artist.

Assessment

We assess children's learning in the following ways:

- through work produced in sketch books and final pieces of beautiful work.
- Cornerstones assessment criteria.