



# ART AT HIGH CLARENCE



Our art curriculum is designed to develop curiosity and fascination about the world and enable our children to think imaginatively and creatively and to express themselves in a variety of ways.



## Big Ideas



- **Technique** (drawing, painting and sculpture with a range of materials)
- **Materials** (pencils, paint, charcoal, clay)
- **Observation records** (sketchbooks)
- **Critique** (Austin's butterfly)
- **Great artists, architects and designers**



## Organisation and Sequencing



- 1 half termly unit a year
- Content of the National curriculum and current art climate

### Techniques in EY & KS1

- Nursery and Foundation Stage explore media and materials and the beginnings of drawing what they see and imagine.
- KS1 study how artists use line, colour and pattern
- KS1 study how artists use shape, form, space and texture

### Genres in KS2

- LKS2 study how artists are inspired by nature
- LKS2 study how artists represent people
- UKS2 study how artists use perspective
- UKS2 study how artists express modern life

## Links with other subjects

- Every lesson is a reading lesson- High quality texts chosen for English that link (where appropriate) with the Art units
- Art links to other subjects have been deliberately planned
- Geography Unit 2 Summer 2 links the progression taught in art to Geographical content
- Art is continuously taught through all curriculum units



## Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



## Assessment/Intervention



- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions



## Accessibility



- Everyone has access to the Art curriculum at the same pace.
- Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.
- Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning