

# St Bede's Catholic Primary School



## Art

## Intent

Our Art curriculum develops creativity, sets challenges, engages and inspires children. We want to equip the children with the knowledge and skills to explore and investigate with different mediums and create their own works of art and design. We follow the National Curriculum and plan exciting lessons focussing on different skills, and learn from different famous artists, which allows the children to develop and progress throughout the year. We use sketchbooks from Ks1 upwards and encourage them to be an individual expression of each child. We want the children on St Bede's to produce artwork that they can be proud of.

## Aims

Art lessons will be taught weekly or in a block format (teacher discretion) and children will be encouraged to apply their art skills and knowledge to other subject areas where appropriate. There will be, where applicable, links to develop the children's learning experiences, which could take form in whole school workshops, mixed year group activities or specialised enrichment days.

Our aim is to provide a curriculum that allows children to be:

**Creative artists** who understand the importance of individuality.

**Experienced artists** who will experiment with different styles and techniques and become confident with them.

**Reflective artists** who will develop their understanding of analysing their work in a positive manner.

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.

## Implementation

As a school within the Bishop Hogarth Catholic Education Trust, we teach a detailed progressive set of skills devised by subject specialists (with industry knowledge, across the field Art and Design teaching education). This ensures that progression is clearly mapped from Early Years to the end of Key Stage 3. Carefully mapped skills progression ensures that skills are built upon in each phase of learning and an end point of skill acquisition is transparent across each phase. Our Progression of Skills covers the Statutory Framework for Early Years and the National Curriculum for Key Stages 1, 2 and 3. Our Skills progression is split into 5 strands of learning, ensuring depth of experience and progression. These areas are:

- Artists and Artwork
- Printing
- Sculpture and Collage
- Painting
- Drawing

The study of artists and artworks and thinking skills underpin curriculum understanding. Knowledge and understanding of the formal elements, which underpin the concept of Art and Design are woven through each strand in learning, ensuring that fundamental knowledge and the language of art and design are regularly revisited. Each strand of skills progression offers example content as well as tier 2 and 3 elements of vocabulary, ensuring that core knowledge and skills are revisited regularly.

The underpinning formal elements are:



## Impact

We want children to leave St Bede's as creative, confident and inquisitive artists with a good knowledge of different artists and artistic techniques. We want children to understand the importance of being an individual and for them to appreciate how art can be a perfect way to express themselves.

### Key stage 1 Pupils:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2 Pupils:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught how to create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

## Lesson Design

Art lessons contain these four elements:

### Retrieval

Begin a learning sequence with a review of prior Knowledge.

Regularly revisit prior learning.

## Explanation

Teachers help pupils reduce cognitive overload. Amount of subject material pupils receive at one time is limited.

Opportunities to use tier 2 vocabulary and tier 3 (technique focussed)

Clear and well-sequenced explanations.

Explanations augmented with supportive techniques e.g. diagrams, models and worked examples, concrete representations.

Modelling by the teacher reveals the thought processes of an expert learner. **Teacher to model the artistic technique, trial and error and how to self-analyse.**

Explanations linked to other learning.

Teachers verbalise their metacognitive thinking.

## Practice

Suitable variation and purposeful sequencing.

Carefully designed guided practice, to develop skills and strategies before applying them in independent practice. **Use of sketchbooks highly important.**

Bridge the gap between instruction and independent pupil practice.

Pupils given extensive practice.

A high success rate obtained, i.e. challenging but not too hard.

## Review

Responses of all pupils is checked.

Systematic feedback is given.

**Children encouraged to critique their own and other's work in a positive manner.**