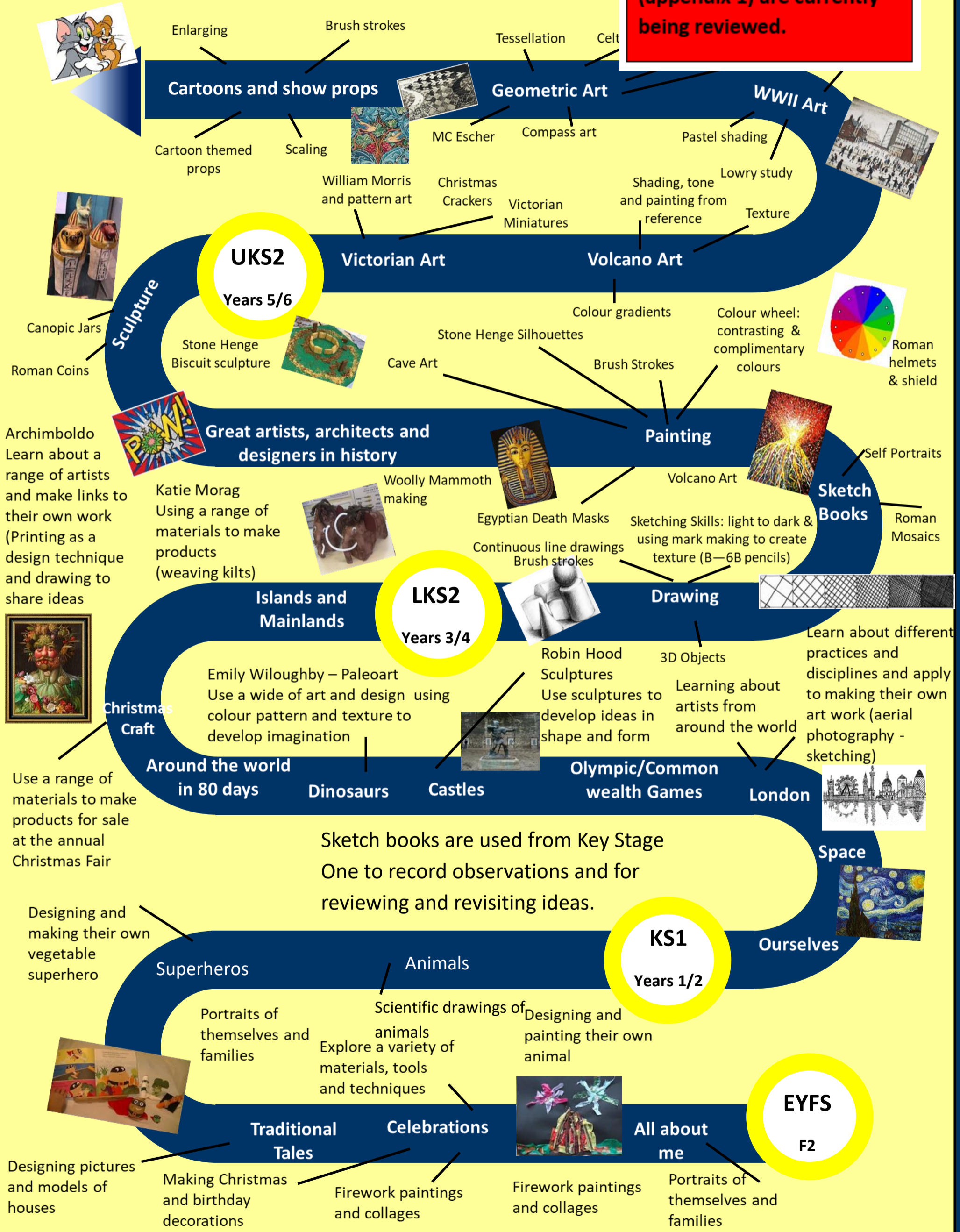


The learning journey and curriculum overview (appendix 1) are currently being reviewed.



Introduction

At Pierrepoint Gamston, our art curriculum enables children to be engaged, inspired and challenged. We aim to equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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. (Adapted from the National Curriculum)

Values

Our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

Intent

- Art will allow children to produce creative work, explore their ideas and record their experiences.
- Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- There will be opportunities to evaluate and analyse creative works using the language of art, craft and design.
- Children will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Art will allow children to express their emotions, feelings and personalities.
- The children will engage with a variety of resources that will provide them with different opportunities to express their creative skills.
- Art aims to make children feel included, valued and helps to build their self-esteem.
(Adapted from the National Curriculum)
- Children will use topic specific vocabulary (appendix 2) to support their creative work, when exploring their ideas, evaluating and analysing creative work and when studying artists.

Implementation

- In foundation stage art skills are introduced through the specific area of Expressive Art and Design. Children are encouraged to explore colour mixing, use lines to enclose a space, and then begin to use these shapes to represent objects. This learning is delivered through adult lead carpet sessions and also during continuous provision, where children develop their own lines of enquiry. Adults 'Look, Listen, Note' children's comments and then plan accordingly, using the Development Matters objectives, to further develop their knowledge and understanding.
- In key stage 1 children are taught to use a range of materials creatively and to design and make products. Children also use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in

using colour, pattern, texture, line, shape, form and space. Children 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.

- In key stage 2 children are taught 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. Children create sketch books to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children also learn about great artists, architects and designers in history.
- The yearly overview, for each year group, ensures that art skills are taught throughout each topic with it sometimes being the lead subject. In addition to this art forms a big part of our half termly enrichment week which is implemented throughout school.

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Assessment

Children's work in art is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children against the learning objective and success criteria for a lesson. At the end of a unit of work, teachers make a judgement as to whether a child has met, exceeded or is working towards the expectations. This data is recorded twice a year and then a data report is produced by the subject leader. This is also reported annually to parents on the school reports.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programmes of study.

Monitoring and Review

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.

- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated *Governor* is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.

Appendix – Art Yearly Overview

Term	Year 1 and 2 Cycle 1	Year 1 and 2 Cycle 2	Year 3 and 4 Cycle 1	Year 3 and 4 Cycle 2	Year 5 and 6 Cycle 1	Year 5 and 6 Cycle 2
1	Self-Portraits Oil pastel planets	Self-Portraits Paul Klee Castle and Sun	Self-Portraits Roman Helmets	Self-Portraits Viking Art	Self-Portraits Victorian miniatures	Self-Portraits Charcoal- bombing
2	Artist study -	Artist study from around the world	Egyptian death masks	Van Gogh - landscapes	Water art	Volcano Art
3	Paleo Art – dinosaurs	Hybrid animal drawing and sculpture	Rainforest Art	Shang Dynasty	Geometric arts	Show props

National Curriculum web link - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

Appendix 2

Art Vocabulary Progression

	Exploring, developing, evaluating ideas	Drawing	Painting	Sculpture (3D Form)	Collage	Textiles	Printing	Work of other artists
EYFS		Know a range of colours by name	Colour, paint, brush, mix	Flat, raised	Cut, stick, rip, colour		Print, colour, paint, brush, mix, press	
KS1	Work, work of art, idea, starting point, observe, focus, design, improve.	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold, brushstroke, acrylic paint.	Sculpture, statue, model, work, work of art, 3d, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	Collage, squares, gaps, mosaic, features, cut, place, arrange.	Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	Printmaking, woodcut, objects, stamp, press, pressure.	Vincent Van Gough
LKS2	Line, pattern, texture, form, record, detail, question, observe, refine.	Light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Foreground, middle ground, background, abstract, emotion, warm, blend, tone, fresco.	Rectangular, concrete, terrace, architect, 2d shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	Texture, shape, form, pattern, mosaic.	Stuffing, turn, thread, needle, textiles, decoration	Printing ink, polystyrene printing tiles, inking rollers.	Roy Lichtenstein, Pablo Picasso
UKS2	Develop, refine, shape, critique.	Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Abstract, absorb, colour, impressionism, impressionists, pigment.	Form, structure, texture, mark, soft, join, tram, cast.	Arrange, fix, multi-layer	Weave, pattern, bold, clash, repeating, tessellating.	Hapa-zome, hammering, collograph.	LS Lowery Peter Thorpe William Morris