



Art Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs.

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p>How EYFS prepares children for the National Curriculum.</p> <p>EYFS provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out by the EYFS team, which underpin the curriculum planning for our youngest children. This is achieved through child-led play which allows children to access the wide variety of art equipment and materials within the setting. Therefore, we ensure children can express themselves through art whilst exploring and developing skills, such as the mixing of primary colours and modelling different materials.</p>	<p>How we assess key elements.</p> <p>In art we work to have a growth mindset and are careful to be inspired by others without comparative judgment.</p> <p>Skills are assessed through the development of a sketchbook across the school. This is a book belonging to the child where they can learn a range of pertinent skills so that they develop an expertise in using both materials and equipment. The final piece can also be used in assessment but this is not the main focus of assessment.</p> <p>Knowledge is assessed by the children's ability to reflect the work of an artist within their sketchbooks, class discussions and their final pieces of art work.</p>	<p>How opportunities planned are for.</p> <p>Art topics have planned for opportunities that allow children to practice and develop their questioning skills. This will enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work, based off that of an artist. This begins to build critical thinking skills when applying theory of artists' work is applied to their own artwork.</p> <p>The planned evaluations of selected artwork from artists and children alike allows for children to reflect on their skills and the skills of others to develop their own understanding and ability within art.</p>	<p>SEND</p> <p>We ensure that children with SEND are provided with equal access to a broad and balanced art curriculum, that is appropriate to an individual's special educational needs.</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best attainment for each learner. Resources and adult support may be differentiated within art sessions and differentiation through outcome is also present within the subject.</p> <p>The subject gives children opportunities to learn about how art and design both</p>	<p>Long Term Plans</p> <p>Long term planning is used to ensure that art fits into a broader topic and promotes links between various strands of learning. Teachers are expected to ensure that planning for their learners includes specific over-arching questions/topics.</p> <p>Art planning ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting points and good attainment in current learning.</p> <p>Subject leader mapping ensures art progression through the year groups to ensure consistency within year groups. Collaborative work in Art develops mutual respect</p>



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Moving from Reception into KS1

From Year 1 the implementation of the Art and Design Curriculum at Castercliff Primary School is based on the National Curriculum and research into the field, ensuring the teaching of a broad range of skills in Year 1, which should underpin their knowledge needed to succeed in art at Castercliff.

Explicit Examples of Progression

The children are taught art as part of their termly curriculum work throughout key stages 1 and 2. The use of sketchbooks allows for children to improve and share their content knowledge, skills, inspiration and ideas. Areas covered include printmaking, sculpture, textiles, painting and drawing, as well as the development of visual and digital literacy. They are inspired by artists,

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Enquiry in Art promotes questions which

encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

To foster the notion that we are all artists and to have high aspirations of children's ability to confidently select their own ideas, inspired by artists, craftspeople and designers who the children usually relate to. This can be achieved through children using their inquisitive nature to find out how and why artists have created their work.

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Questions include: 'do you like this? What would you change? How have they done ___? How could you do ___? What skills would you need to learn to

reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.

Medium Term Plans

For each unit taught, the Medium Term plan will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop.

Weekly

Weekly planning is used to ensure the necessary detail and coverage is prepared for and



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<p>designers and craftspeople whilst being encouraged to find their own style in order to express themselves. The artists are carefully chosen to ensure a diverse, broad, local and relatable range of important figures within the creative industries. Our curriculum is designed to ensure full coverage of the art curriculum in a structured and scaffolded way. For example, in KS1 children develop their knowledge of the formal elements of art including line, shape and colour; as children progress to KS2 this is built upon to cover the same formal elements but progressing to patterns, textures and tone.</p> <p>Throughout school, children develop their knowledge of a range of artists and craftspeople. For example, Year 1 will look at John Ndambo, Helen Bradley, Bridget Riley, Zaria Forman and Jasper Johns. KS1 children will appreciate</p>	<p>What Summative assessment takes place in Art?</p> <p>Although there are no national standards, mandatory levels or essential knowledge mapped out for schools; we recognise the importance of personal progression and measuring progress towards an agreed objective.</p> <p>The National Curriculum for Art aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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	<p>do ____? What would you like to know about (Artist)?</p>		<p>developed. Planning is adapted for the needs of individual classes by the class teacher to ensure the needs of their children are being met. These are used to ensure equipment and resources are readily available before each teaching session.</p>
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their work and discuss how it might have been created and how it might make the viewer feel. Building upon this as the years progress allows children to be exposed to a range of art and artists, including photographers, local independent artists and more contemporary and famous artists.

The importance of prior learning to support current learning.

The structure of the art curriculum at Castercliff allows for children to recall information and skills learned in previous year groups, including vocabulary and skills. For example, analysing art is present from EYFS to Year 6, this allows children to appreciate art but also to begin 'spotting' skills that have been used within different areas of art all through their primary school journey.

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Within Art, there are many areas and skills which are developed as a child themselves develop. Support is provided to class teachers to provide guidance as to what teachers can expect from the age range and topics they are teaching.

