



Art

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

1. Curriculum Vision

2. National Curriculum

3. Intent

4. Implementation

5. Impact and assessment

6. Staff CPD

1. Curriculum Vision

We believe that art gives our children first-hand experience, experimentation and development of ideas and skills using a wide range of resources. We aim to teach our children the progression of a full range of knowledge and skills needed and promote breadth and balance in their work. Within our art curriculum, children are given opportunities to develop their understanding of a range of artists and discuss how art and design has shaped our history. Children are encouraged to participate in creative processes through which they can communicate ideas, explore spirituality, express their feelings, and make personal connections with the world both independently and collaboratively. Our vision is that pupils will embark on a personal artistic journey and will leave our school with the ability to communicate what they see, feel, and think using colour, texture, form, pattern- using different materials and processes.

2. National Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- 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, and understand the historical and cultural development of their art forms.

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the programme of study.

EYFS:

Children are taught to:

- Safely use and explore a variety of materials, tools, and techniques.
- Experiment with colour - explore what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects
- Shares their work with others.
- Uses simple tools and techniques competently and appropriately.

Key stage 1

Pupils should be taught:

- 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 - 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 should be 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.

Pupils should be taught:

- 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]
- about great artists, architects, and designers in history

3. Intent

Why do learners at St Thomas CE need to study Art?

At St Thomas we use CUSP Art and Design due to their principles of evidence-led practice. This is to ensure that our pupils are equipped to successfully think, work, and communicate like an artist. Unapologetically ambitious, our art curriculum focusses on excellence in this subject through a myriad of media and incredible artists.

Our intention is unmissable; exceptional teaching instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.

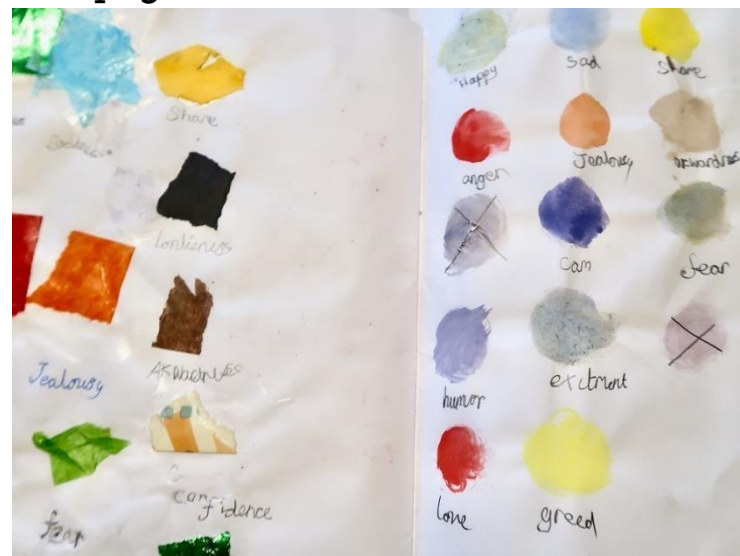
The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D, and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, our curriculum outlines key aspects of artistic development in the Working Artistically section.

At St Thomas CE , pupils are encouraged to think about WHY we teach art, to help build an understanding of why art and artists are relevant to society. This is achieved by selecting units of work that allow the children to explore a concept of art, along with various related artists from different periods of time, practising and developing skills using different media and finally applying their knowledge to create a final piece of work.

Sketchbooks

We use sketchbooks as they are great place for pupils to make visual notes. Making visual notes can help to slow down looking and thinking and give space for pupils to process information and make it their own. This can be really useful when you are exploring a particular topic or artist. Visual notes also provide a useful way for pupils to revisit / recap ideas later in a project.

Our children may want to make written notes or draw small images relating to how the colours make them feel and why. Children will respond differently; some may like the safety net of knowing some basic colour theory and making assumptions based on their understanding of, for example, warm and cold colours or complementary colours. Others may respond more intuitively and emotionally. We provide our children the opportunity to use a variety of materials. Supplying colour materials on their table, so that they can scribble, collage or smudge colours. Using different materials/textures gives our children the opportunity to respond in a personal way. They may create colour swatches in the different shapes that they can see, or they might fill the page with the colours and make notes over that.



Throughout the lesson the teacher uses responsive teaching methods to check for understanding, these include:

- Cold calling.
- Think, pair, share.
- Show me boards.
- Probing and processing questioning
- AFL corners

Our curriculum map has been created based on the resources and lesson ideas from CUSP. It has been designed to ensure full coverage of the National Curriculum, to ensure learning is sequential throughout EYFS - Year 6 and to ensure the art skills learnt are progressive and build upon prior knowledge throughout each year group.

Children develop their skills within the following art forms, across different scales, independently and collaboratively:

- Sketchbook work
- Drawing
- Painting
- Printing making and collage
- 3D sculptures



















































They also have opportunities to explore artwork created by famous artists, craftspeople, architects and designers from all cultures and times. This helps to generate discussions and questioning to inform their own ideas and preferences.

Our Art Curriculum includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos, and annotated exemplifications. CUSP exemplifications are used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they need to teach each block. Central to the learning

modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

Rather than ONLY teaching specific knowledge, we embrace a sense of exploration. Our teachers undertake a journey WITH the pupils. We model that exploration – we tell the children we are exploring and together, we discover and share what we learn.

Why does this work? Because that is the way many artists themselves work. Artists generally don't know what it is they are going to discover or create through their work. Instead, they are open. They explore.

Year 1	<p>Drawing </p> <p>Explore materials and tools for mark making</p>	<p>Painting </p> <p>Explore mark making with paint, using primary colours</p>	<p>Printmaking </p> <p>Explore resist and relief block printing, negative stencils and clay printing blocks</p>	<p>Textiles </p> <p>Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric</p>	<p>3D </p> <p>Use natural and man-made materials Create plaster casts from clay impressions</p>	<p>Collage </p> <p>Explore the visual and tactile qualities of objects Layer paper to build an image</p>
Year 2	<p>Drawing </p> <p>Evoke mood and represent movement through mark making</p>	<p>Painting </p> <p>Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p>	<p>Printmaking </p> <p>Create repeated patterns with positive and negative space Print using natural objects as a stimulus</p>	<p>Textiles & Collage  </p> <p>Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media</p>	<p>3D </p> <p>Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard</p>	<p>Creative Response  </p> <p>Drawing and Collage Combine drawing and collage to add detail and interest</p>
Year 3	<p>Drawing and Painting  </p> <p>Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito</p>	<p>Printmaking </p> <p>Create monoprints and explore mark making and pattern with printing tools</p>	<p>Textiles & Collage  </p> <p>Explore pattern and colour combinations Use collograph and Plasticine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage</p>	<p>3D </p> <p>Create relief sculptures Use wire to make 3D insects</p>	<p>Painting </p> <p>Use a range of paint techniques to create backgrounds for effect</p>	<p>Creative Response  </p> <p>Painting and Printmaking Combine painting and printmaking techniques</p>
Year 4	<p>Drawing </p> <p>Create contour drawings using still life and natural forms as stimulus</p>	<p>Painting </p> <p>Learn about abstract art and develop colour mixing skills to include tertiary colours</p>	<p>Printmaking and Textiles  </p> <p>Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques</p>	<p>3D and Collage  </p> <p>Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering</p>	<p>Painting </p> <p>Mix tints and tones to create an ombre effect with paint</p>	<p>Creative Response  </p> <p>Drawing and Textiles Refine previously taught drawing and sewing techniques</p>
Year 5	<p>Drawing and Painting  </p> <p>Learn about and use the technique of subtractive drawing Use organic lines to create landscapes</p>	<p>Printmaking </p> <p>Create three colour prints and combine printing techniques</p>	<p>Textiles & Collage  </p> <p>Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork</p>	<p>3D </p> <p>Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls</p>	<p>Painting </p> <p>Explore a range of effects which can be achieved using watercolour paint</p>	<p>Creative Response  </p> <p>Printmaking and Textiles Combine printmaking and textiles to embellish fabric</p>
Year 6	<p>Drawing </p> <p>Combine techniques to create abstract images Learn about surrealism and portraiture</p>	<p>Painting and Collage  </p> <p>Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p>	<p>Printmaking and Textiles  </p> <p>Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces</p>	<p>3D </p> <p>Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials</p>	<p>Painting </p> <p>Combine techniques to create the illusion of water and depth</p>	<p>Creative Response  </p> <p>Drawing and Textiles Combine drawing and batik to add detail</p>

Reasonable adjustments for pupils with SEND

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities, or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

5. Impact and assessment

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson.

The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?

- The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work. The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

We feel it is important to take in consideration that Art is too rich, broad, and complex to view in a simple linear fashion as that means pupils are prevented from discovering their strengths and skills. An approach too fixated on learning endpoints, where a child progresses along a linear journey, are most often not conducive to enabling a child to fulfil their potential and are often governed by misplaced value judgements. Therefore, as art is subjective, our teachers are required to carefully think about the value judgements they might be bringing to the classroom. Widening our own perception of how broad the definition of "skills" might be.

Ultimately, we want our children to be inspired and express themselves freely, whilst drawing on the knowledge and skills they are taught throughout each lesson.

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a science unit.

Teachers are provided with:

- CUSP art planning, CPD videos and planning
- Resources to match the units of work.
- CPD 1:1 session with SLT and lead practitioner
- Work alongside the subject leader on units of work

