Gravel Hill Primary School

Art and Design

Intent

At Gravel Hill we aim to provide an inspiring, practical art curriculum which builds on children's early creative experiences and desire to express. We intend to give the children the opportunity to learn about and explore a wide variety of materials, skills and techniques. Throughout their time at Gravel Hill, all children will have the opportunity to explore great artists, craft makers and designers and have a good understanding of the historical and cultural development of their art forms.

Implementation

Our curriculum fulfils the statutory requirements outlined in the National Curriculum (2014).

<table>
<tr><th>National Curriculum</th><th>Strands running throughout our Art Curriculum</th><th>Key Areas</th></tr>
<tr><td rowspan="4">ELG: Creating with Materials
● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
● Share their creations, explaining the process they have used;
● Make use of props and materials when role playing characters in narratives and stories.

National Curriculum KS1
● 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</td><td>Generating Ideas</td><td rowspan="4">Drawing
Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.

Using sketchbooks to record observations and plans as drawings.

Learning about how artists develop their ideas using drawings.

Painting and Mixed Media
Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.

Exploring the interplay between different media within an artwork

Sculpture and 3D
Investigating ways to express ideas in three-dimensions.

Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.

Developing drawn ideas into sculpture</td></tr>
<tr><td>Using Sketchbooks</td></tr>
<tr><td>Making Skills</td></tr>
<tr><td>Knowledge of Artists</td></tr>
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differences and similarities between different practices and disciplines, and making links to their own work**.** **National Curriculum KS2** ● 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.	**Evaluating and Analysing**	**Craft and Design** Designing and making art for different purposes, considering how this works in creative industries. Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. Developing personal, imaginative responses to a design brief.

EYFS

Expressive Art and Design in the Early Years Curriculum is used to develop children's imagination, creativity and ability to competently use a range of media and materials.

At Gravel Hill all pupils are given the opportunity to explore colour, texture, design, function and form in two and three dimensions. They have access to a wide range of art materials and tools and are encouraged to use their own imagination and observations from their environment and other artists, to design and create artwork. Through a range of planned and purposeful activities and tasks, children are able to explore their ideas independently and share their creations with others, explaining the processes they have used. For example, when creating splatter firework pictures inspired by the artist Jackson Pollock, they are given the opportunity to showcase their work to the rest of the class.

Continuous Provision

Children are encouraged to use their creativity to make something of their choosing. Adults then discuss with the children what they have made and how they have made it. They also then explain to the children how they can improve what they have made. During continuous provision, teachers may provide scaffolding for the children such as showing them a particular technique. There are designated art areas in all classrooms and the children have access to a range of resources, these include:

- Collage material
- Paints

- Crayons
- Coloured pencils
- Felt tip pens
- Glue
- Masking tape
- Junk modelling
- Scissors
- Playdough
- Rolling pins and tools
- Different sized paper

Provision Enhancements

Often specific activities are planned for the children that will be delivered by the teacher. This activity starts with the teacher leading a session and showing the children how they can make/create the outcome. The children then go away and create this independently or supported by an adult. There is often an example of the outcome on the table so that the children can refer back to it and use it as a guide for their work. This activity is usually topic based such as Easter, spring, linked to the literacy text the children are studying, festivals, school events and children's interest. The children's work is then evidenced through floor books where pictures are taken of the final piece and recorded or are on display in the classroom.

Key Stage 1 and Key Stage 2

Our curriculum is designed to bring greater clarity to the progression of skills and knowledge within art and design, giving children the opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the work, as well as learning about art and artists across cultures and through history.

Within each year group, they all feature the same four units of lessons:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

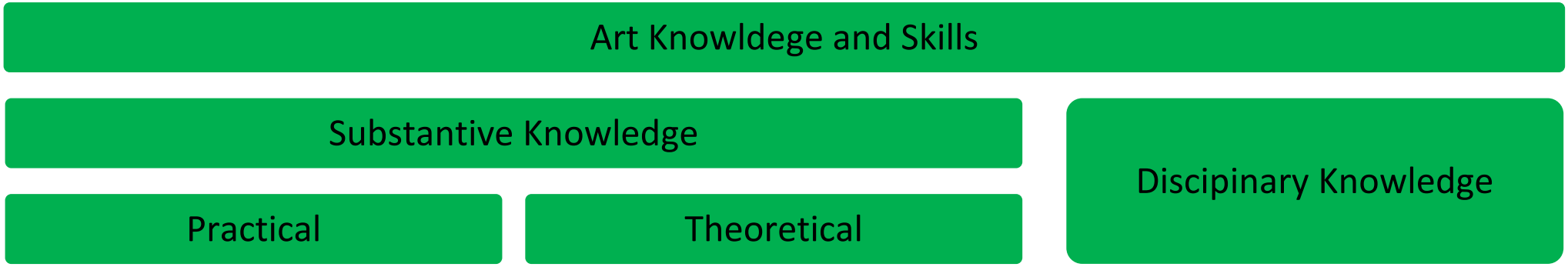
The units of work are sequential, allowing children to build on their skills and knowledge, applying them to a range of outcomes. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows our pupils to revise and build on their prior learning.

Progression of Skills and knowledge

Art knowledge and skill are separated into two distinct areas: substantive knowledge and disciplinary knowledge.

Disciplinary knowledge is the knowledge that children require to help them understand what art is (art is not one set thing and it covers a broad spectrum of thing that we call art). It is the knowledge that helps children answer the questions: what is art? What counts as art? What makes an artist? What is valid and of quality?

Substantive knowledge is split into two further areas: practical and theoretical. Practical is the skills that children learn so that they know how to and know that for example, how to use a pencil. Theoretical is the knowledge children acquire about art and its history.



The key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows children to build on their previous learning.

The Art knowledge and skills document shows the skills and knowledge that are taught within each year group and how these skills develop to ensure children's attainment is secure by the end of each key stage.

Impact

Assessment within Art

Ongoing assessment for learning within a lesson ensures that children are involved in the evaluation, dialogue and decision making about the quality of their work and the improvements to be made.

Formative and summative assessment is used. Within each lesson, teachers assess children against the learning intention. Using the outcome snapshots as an assessment guide, teachers identify children who have a secure understanding. Teachers assess practical knowledge by evaluating the children's final piece

against the techniques that have been taught and how they have developed these to create a final product. End of topic quizzes are used to assess children's theoretical knowledge and subject specific vocabulary. Through the art starters, teachers will assess childrens disciplinary knowledge and ask questions to prompt their reasoning of opinions in art.

Adaptive Teaching

Explicit instruction *Teacher led approaches with a focus on clear explanations, modelling and frequent checks for understanding.*	● I do, We do, You do ● Teaching vocabulary explicitly either before or during the lesson (including pre-teaching) ● Provide overlearning and interleaved learning opportunities, through prior learning. ● Provide practical, visual and abstract activities in that order as pupils' progress. ● Teacher videos that develop staff's understanding ● Pupil videos are used to demonstrate the skills that are being taught
Cognitive load and Metacognition *Plan opportunities for students to plan, monitor and evaluate their own learning.*	● Talk Partners ● Visuals to support verbal information e.g. sequencing pictures, visual representations ● Visual task management boards ● Thinking frames ● Additional verbal processing time ● Use of visual timers ● Chunking instructions into small parts and giving them step by step
Scaffolding *Provide a supportive tool or resource. This should be reduced throughout the lesson, week or term.*	● Vocabulary/word mats ● Provide individual sheets rather than one-between-two ● Sentence stems ● Picture prompts e.g. examples of the type of art the children will produce or are discussing.
Flexible Grouping *Allocate groups temporarily based on the current level of mastery/understanding.*	● Groupings within the class ● Groupings throughout the lesson e.g. children moving seats based on AfL and working with an adult ● Focus groups ● Seating individual pupils in specific spaces in the classroom
Use of Technology	● Use of iPads in class to take photos and enlarge information ● Chrome books used for specific topics e.g. Yr6 photo editing ● Pupil videos available for children to access

Technology used by students or teachers to help practise/record learning.	● Researching the artist or piece of art that is being studied

CPD and supporting staff expertise

Teachers have access to a wide range of support material to develop their subject knowledge and skills, this includes video tutorials and step-by-step guides, in order for them to develop and model the necessary art skills and techniques for the lessons.

Subject leader is able to coach/mentor staff in areas where they lack expertise such as planning, modelling or delivering lessons. This can also take the form of team teaching to develop staff's confidence.