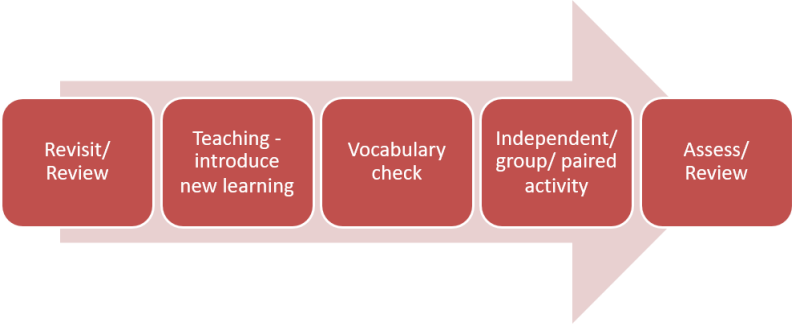


Sutton Park Primary School

Art

<p><u>Sutton Park Curriculum Drivers</u></p> <p>Aspiration (so that our children always strive for success and aim high in all they do); Communication (so that our children can develop the language and skills necessary to communicate effectively); Understanding (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and Restorative Behaviours (so that our children take responsibility for their actions and can build successful relationships).</p>	<p><u>Curriculum Progression</u></p> <p>When teaching art, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupils’ knowledge and skills. Within art units, pupils will develop a deep understanding of key concepts. These key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in art. The key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embed within the long term memory.</p> <p>We encourage our children to ‘think like an artist’ by demonstrating a growing understanding of the following progressive concepts:</p> <p>Colour Texture Form and Tone Line Composition, Shape and Space</p>	<p><u>Intent</u></p> <p>The intention of our art curriculum is to inspire children to explore their ideas, record their experiences as well as exploring the work of others, and evaluate different creative ideas. In addition to this, children will progressively develop their confidence and proficiency in a variety of techniques including drawing, painting, 3D, printing, collage and digital media. They will also develop their knowledge of famous artists and designers.</p>
<p><u>EYFS at Sutton Park</u></p> <p>Art is encompassed in the Creating with Materials, Fine Motor Skills and Being Imaginative and Expressive areas of learning. The EYFS curriculum is mapped carefully to make links to the art curriculum throughout the year as children are given opportunities to explore materials and create using a range of media and techniques. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, visits/ visitors as well as children’s own experiences or interests/ fascinations.</p>	<p><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine’s Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p> 	<p><u>Cultural Capital</u></p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.</p> <p>Through our art curriculum we build cultural capital with:</p> <p>Trips and visits to galleries and exhibitions Opportunities to explore art work from a specific period or perspective using examples from local galleries and exhibitions. Learning about and celebrating art in relation to specific events such as Bonfire Night and St. George’s Day</p>

Art Whole School Overview

	Autumn	Spring	Summer
Year 1	Me and My World (Printing and collage) (Drawing and Sketching)		
Year 2		Up, Up and Away! (Amy Johnson) (3D and Sculpture)	Our Blue Planet (Painting)
Year 3	Stone Age (Printing and collage)	Rocks, Relics and Rumbles (Drawing and Sketching)	
Year 4	An Italian Adventure (Painting)		Quest for the Kingdom (Vikings and Anglo Saxons) (3D and Sculpture)
Year 5	Ancient Greece (Drawing and Sketching)	What a wonderful world (Printing and collage)	
Year 6	Journey through the Amazon (Painting)	Early Islamic Civilisation (3D and Sculpture)	

Assessment

Children are assessed in art using specific year group objectives devised from the National Curriculum. Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

At the end of the academic year, teachers meet the child's new teacher to discuss what gaps the children have in their progression through the art curriculum. At the start of each art unit, teachers review previous learning and aim to plug any gaps in their disciplinary knowledge that may hinder the pupils' progress in the unit they are covering.

Evidence of pupils meeting art curriculum objectives may be present in pupil's topic books, demonstrated in their final product and may have been witnessed by the class teacher.

Retrieval based learning techniques are used throughout the unit to ensure pupils remember more.

Impact

Children are engaged within art lessons and are curious to discover, learn and remember more.

Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupils' work demonstrates that art is taught at an age appropriate standard across each year group with opportunities planned in to engage all pupils. Children are able to 'Think like an artist' including a growing understanding of the elements of art. Learners are becoming more articulate when communicating their artistic knowledge.

As Artists, children learn lessons from Art to influence their own creations.

Key Artistic Sequence of Learning

