



Subject Overview - Art

Aim high & be a Star

Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our history curriculum achieves this.



Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



Purpose

At Greenways Primary Academy, our art and design curriculum inspires and challenges pupils, equipping them with the knowledge and understanding to experiment, invent, enjoy and create their own works of art. As the children progress through our academy, they should think with increasing criticality and develop a more rigorous understanding of art and design as they improve their mastery of art and design techniques. We believe that children should also know how art shapes our history and that it has strong links with the culture and creativity around the world. Our vision is to develop and stimulate the children's interest in art and design, allowing them to express themselves in a variety of ways.



Aims

- To offer a broad and ambitious curriculum using the National Curriculum as the basis.
- To provide pupils with experiences which allow them to express themselves through the mediums of art and design.
- To develop an understanding of the 7 formal elements: line, tone, texture, pattern, colour, shape and form.
- To enable pupils to safely use a variety of materials, tools and techniques.
- To produce creative work, exploring their ideas and recording their experiences in their sketchbooks.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To allow pupils to showcase their artwork and for them to be able to explain the processes and techniques they have used.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

National Curriculum

In Art and Design, we follow the National Curriculum aims with a particular focus on the formal elements: line, tone, texture, pattern, colour, shape and form. [National Curriculum - Art and Design](#)

Planning

Art and Design is taught on a half-termly basis. Each term, two of the formal elements are covered in each year group, and the seventh element (form) runs throughout the year simultaneously. The curriculum has been meticulously designed to support depth of coverage and progression of artistic skills and techniques.



Sketchbooks

How do we use sketchbooks?

- Sketchbooks should be dated – short date (1.1.24) is sufficient.
- The learning intention should be recorded at the start of each piece of work relating to the knowledge they will be taught. This can be a pre-made label e.g. To design a clay tile using a range of different clay techniques.
- Titles can be used to show a general theme of the art work e.g. Popart
- Sketchbooks should be used to show the whole process from initial ideas and mind maps to the final piece at the end of the unit.

When do we use sketchbooks?

We use sketchbooks during art and design activities whenever pupils need to:

- develop and organise their thinking, to inform making activities
- develop and improve their designs
- evaluate and assess their own work and that of artists
- experiment with materials, media and colour
- capture and record their imaginative ideas
- collect images to inform the development of their work
- organise their thinking through annotation, labels, thought bubbles and listing intentions
- record their responses to looking at works of art, craft and design
- share their designs and planning with others



Assessment

Teachers' main assessment of pupils' learning is through formative assessment within lessons.

Assessment of the children's work and their acquisition of knowledge will be made using:

- Sketchbooks
- Outcomes based from tasks set
- Questions and answers
- Low stake quizzing
- Evaluations of their own and others' work
- Evaluating patterns of performance over time
- Discussion between individual children and teacher observation

In Art and Design, we use sketchbooks to allow pupils to:

- develop and organise their thinking through annotation, labels and thought bubbles
- develop and improve their designs - drafting, re-drafting
- evaluate and assess their own work and that of artists
- experiment with a variety of materials, media and colour
- capture and record their imaginative ideas
- share their designs and planning with others
- suggest improvements to others' ideas

Following each art unit, teachers will make a summative judgement based on the pupils' knowledge, understanding and outcomes presented by the children. Pupils will be assessed against the National Curriculum and against criteria specific to the unit they are working on. This information is recorded on an online database, allowing our teachers and leaders to track and monitor the progress and attainment of individuals as they make their way through the school.