ART



INTENT

At Leverhulme Primary School, we believe high-quality Art lessons engage, inspire, and challenge children, equipping them with the skills to create their own works of art, craft, and design while thinking creatively and critically. Our Art curriculum allows children to develop skills in drawing, painting, printing, collage, textiles, sculpture, and digital art, encouraging them to explore and evaluate various creative ideas. They are introduced to a range of artworks and learn about different styles and vocabularies linked to famous artists. We emphasize purposeful art, reflective evaluation, risk-taking, and experimentation, fostering continuous improvement and creative expression.

IMPLEMENTATION

Our Art curriculum is created through a whole school overview where skills, knowledge and vocabulary are broken down into progressive learning objectives. Activities build upon the prior learning of the children and there is increasing challenge for the children as they move up through the school. Teachers implement this exciting curriculum by teaching their units over the course of three half terms, whether it be weekly lessons or as a block.

Every session is focused on creating opportunities for pupils to research and appreciate the work of other artists, use a wide range of tools and materials to develop new skills, explore their ideas, produce creative work, record their experiences and evaluate and analyse their work (see 'Planning).

Every child has a sketch book, used to explore their responses to a variety of information through mark making, colour mixing, pattern work and other techniques.

To enhance learning, teachers may:

- Plan trips and visiting experts (where appropriate) who will enhance the learning experience.
- Display and celebrate the pupils' artwork in class.

PLANNING

As part of the planning process, teachers must do the following:

- Read the key knowledge organiser (KKO) for the new unit which outlines skills, knowledge and vocabulary. Use this as a front cover for the new unit.
- Carry out a low stakes quiz or mind mapping activity before planning to support learners' ability to recall prior skills, knowledge and vocabulary.
- Use the KKO (and knowledge of prior learning) to plan a journey of effective and well-structured lessons.
- Allow children to carry out whole class or independent research on their new artist and present this in a creative way.
- Compare the works of their new artist to other artists they have studied in the same area.
- Teach new skills, modelling competently and ensure children have time to explore and refine these skills.
- Allow children the freedom to create their own end pieces demonstrating the skills they have learnt.
- Give children the opportunity to speak about their learning journey and end pieces, encouraging them to share their knowledge and use key vocabulary.
- Carry out end of unit assessment in line with Art policy (see 'Assessment').

Whole School Overview

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Mondrian - Painting			Michelle Reader - Sculpture		LS Lowry- Drawing
Year 2	Matisse – Collage		Gunta Stolzl – Textiles		Van Gogh – Painting and Drawing	
Year 3	Evelyn Dunbar - Painting/ Drawing		Megan Coyle - Collage		William Morris - Printing	
Year 4	Salvador Dali - Drawing and Painting		Merill Comeau - Textiles-		Alberto Giacometti - Sculpture	
Year 5	Maggie Hambling/ JMW Turner - Painting		Stephen Wiltshire - Drawing			Anna Bu Kliewer - Digital Media
Year 6	Barbara Hepworth - Sculpture		Frida Kahlo – Drawing & Painting		Andy Warhol - Printing	

LESSON STRUCTURE

The school uses a variety of teaching and learning styles in lessons. Our principal aim is to develop the children's knowledge, skills and vocabulary in Art. Teachers must ensure that they are modelling the skills competently and using key vocabulary throughout. The children must be clear as to what skill they are learning and why.

ARTISTS

The national curriculum for England recommends that children study famous artists and their works as a way of learning how Art can teach us about our history - as well as shape it. Pupils should study lots of different artists, craft makers and designers so that they can learn about the art of different times and places, and recognise the similarities and differences between the works of the artists they study. They should also make links between their own work and that of famous artists.
Teaching children about famous artists will inspire them to be more creative and original in their own artwork. Teachers should encourage children to think about where art comes from and how important it can be in our lives.
For every unit in our Art curriculum, there is an artist attached. These artists have been carefully selected to link to the skills, knowledge and vocabulary in each unit. Children are expected to carry out whole class or independent research on the artist (presenting this in a creative way), explore skills and create their own inspired pieces.

LEARNING ENVIRONMENT

Ideally, classrooms should have an Art display reflecting current or most recent learning. This should include new and unit-specific vocabulary, examples of children's work including the teaching of the skill and the end piece of unit work. Classroom displays could also include photos, comments made by children evaluating their own work and any reflections made on example artist pieces.

RESOURCES

We have a wide range of resources to support the teaching of Art across the school. Our Art cupboard contains a range of basic resources, as well as more specialised equipment. An order is placed at the end of each academic year to ensure staff have everything they need to carry out their units. If teachers find themselves in need of any resources or equipment, they should speak to the Art Team.

ASSESSMENT & TRACKING

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in Art below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Change 'core subjects' to 'foundation subjects'
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at '**JA**' and at '**At**', as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

Specifically to Art, at the end of each unit, teachers take photos of children's final piece of work (ensuring names are visible). This is done by assessing and grouping children into WTS (JA) and EXS (At) in that unit as a whole. Teachers then use these photographs to complete an assessment grid for the unit. At the end of the year, the assessment grids and pictures are used to make an overall assessment of a child in Art.

IMPACT

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression of skills in key elements of Art (drawing, painting, printing, collage, textiles and sculpture) over the course of children's primary school journey.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (book scrutiny/ lesson observation).
- Photographic evidence of 'final piece' work each unit which demonstrates children working towards, working at and exceeding age related expectations.
- Pupil voice, which includes discussion of pupils' learning journey, thoughts, ideas and evaluations of work using key vocabulary.

Overall, we aim for our Art curriculum to encourage and enhance creativity, as well as develop children's resilience, confidence and ability to reflect on their own work and that of others.