



Art



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Our School Vision

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

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In our Art curriculum, we ensure that children value and respect the subject and its impact on their wellbeing through an appreciation of key artists. We provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in Art.

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Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

Our five Crown Principles drive our art curriculum.

Rationale for our Art Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that being an artist can bring*. Our art curriculum challenges and inspires pupils to create their own *work of art*.

We challenge our children to think critically, observe and develop a secure understanding of *art and design* through our structure Inspire, Explore, Create (skill), Evaluate.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in art*. We encourage the children to refine their skills through work in sketch books.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. *In our art curriculum, our children learn about the*

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work of a great artists, craft makers, architects and designers. There are regular opportunities to celebrate and display their artwork through exhibitions, displays and competitions. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Our children know how art and design both reflect and shape our art, and contribute to the culture, creativity and wealth of our nation.

Art lessons create a sense of calm and mindfulness when creating art work. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kNowledge

Through the 'kNowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in art is crafted by our curriculum leader and art subject leader to ensure that all pupils achieve secure subjective and disciplinary knowledge in art. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being an artist means that disciplinary and substantive knowledge complement each other harmoniously. Art disciplines such as sketching, painting, sculpture, craft are high profile within our art curriculum.

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Intent

Art Long Term Plan



Art Long Term Plan



Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum Challenge Resilience Opportunities Wellbeing kNnowledge					
Year Group	Drawing	Painting	Printing	Sculpture	Collage and Craft
EYFS	Continuous provision: Drawing and painting linked to topic / quality text			Continuous provision: Construction and junk modelling	Continuous provision: Craft area
Year One	How do we make new colours? Artist: Wassily Kandinsky Outcome: A painting in the style of Kandinsky *Digital Painting (Computing)			What would my mini-beast look like? Artist: Louise Bourgeois and Jeff Koons Concept: Mini beasts (science link) Outcome: a mini beast sculpture	How did a floorboard make art history? Artist: Max Ernst Concept: History Outcome: Frottage animal (science link)
Year Two	Can I illustrate my bear? Artist: E.H. Shepherd Author A.A. Milne Outcome: Drawing and painting a cuddly toy from home (watercolours) (English link)	"Oh I do like to be beside the seaside!" Artist: Vincent Van Gogh & Faith Ringgold Outcome: Collage a landscape (using paint – watercolour)	How has London skyline changed overtime? Artist: Marc Chagall Concept: Historical Outcome: Marble ink silhouette skyline (history link) (maths link)		"Oh I do like to be beside the seaside!" Artist: Vincent Van Gogh & Faith Ringgold Outcome: Collage a landscape (using paint – watercolour)
Year Three	Were Homo Sapiens story tellers or artists? Concept: Historical Outcome: Cave Painting (History link) Can you feel my artwork? Artists: Edmonia Lewis and Ramesh Mario Nithiyendran Outcome: Clay tile using relief techniques			Textures and Tiles Artists: Edmonia Lewis and Ramesh Mario Nithiyendran (also drawing & painting) Outcome: Clay tile using relief techniques (Science link)	Were Homo Sapiens story tellers or artists? Concept: Historical Outcome: Cave Painting (History link) When is Lego not just a building block? Artist: Allan Innman
	When is Lego not just a building block? Artist: Allan Innman Outcome: A Lego drawing and collage (DT stilt houses link, maths link) au				Outcome: A Lego drawing and collage (DT stilt houses link, maths link.
Year Four	How did Kahlo and Coulis use light, dark and colour? Concept: Still life and Artist Inspiration (Frida Kahlo and Holly Coulis Outcome: A still life image in the style of Kahlo or Coulis		How do designers use art to create a product? Concept: Print Artists – Andrea Lauren. Textiles Designer – Vivienne Westwood Outcome: Printed cushion (Link to Design & Technology – Textiles unit) SU	Can body language reflect a mood? Concept: Artist Inspiration (Anthony Gormley and Alberto Giacometti) Outcome: A movement sculpture influenced by Giacometti or Gormley	
Year Five	What would my building design be for the local community? Concept: Architecture – Christopher Wren & Zaha Hadid Outcome: Building design (Maths link) X (History link) Can a picture look good enough to eat? Concept: Photorealism. Artist - Sarah Graham and Charles Bell Outcome: Sweet wrapper collage. Sweet Wrapper photorealism	Can a picture look good enough to eat? Concept: Photorealism. Artist - Sarah Graham and Charles Bell Outcome: Sweet wrapper collage. Sweet Wrapper photorealism +Google Drawing			Can a picture look good enough to eat? Concept: Photorealism. Artist - Sarah Graham and Charles Bell Outcome: Sweet wrapper collage. Sweet Wrapper photorealism
Year Six	How can I arrange and capture my memories? Concept: Artists – Frida Kahlo and Judith Leyster Outcome: A Still Life Composition of Special Memories SU				Do the seasons have a colour palette? Concept: Impressionism (colour mixing) Artist: Claude Monet. Outcome: to create a wall hanging (craft) that illustrates the different colour palette of each season. (Geography link) UNIT 1 –Do the seasons have a colour palette?
					Concept: Impressionism (colour mixing) Artist: Claude Monet. Outcome: to create a wall hanging (craft) that illustrates the different colour palette of each season. (Geography link) X

Art is taught three times throughout the year (with the exception of Years 5 and 6).

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Progression in Art

Our progression documents have been created by the Curriculum Leader and Art Subject Leader to ensure clear progress in the *art disciplines: drawing, painting, sculpture, printing craft and collage.*

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS - Year 6.

YEAR THREE UNIT ONE Were Homo Sapiens story tellers or artists? Concept: Historical Outcome: Cave Painting Golden Threads: Line, tone, pattern, texture, shape, colour	I know how to experiment with different paintbrushes, tools and colours I know how geometric shapes can be used to create animals I know how to use different textures to create a collage I know what natural colours are and can explain why I am using them I know how to analyse my work using key vocabulary I know that 'tone' refers to the light and dark areas of an object or artwork	Geometric, shapes, natural/earth colours, pigment, texture	I can use geometric shapes to create animals I how to use tone to represent light and dark areas of an object I begin to control a pencil to shade tones smoothly from light to dark using the four rules of shading. I can use a range of drawing tools and refine their use over-time I can make initial sketches as a preparation for painting. I can plan, refine and alter my drawings as necessary over time I can develop ideas using different or mixed media, using a sketchbook	Cave painting in the style of prehistoric art
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Vocabulary

Vocabulary is V.I.T.A.L in Art

Valued

We value vocabulary in *art* and in everything we do.

Identified

Art vocabulary is identified by the *art subject leader* and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for *key art focused vocabulary* and the *art medium term plans* include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment *outcomes in art*.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, *children revisit and relearn key art vocabulary*.

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Early Years Foundation Stage

Through an 'explosion of experiences', our youngest artists are exposed to the foundations of their art learning. Carefully planned art skills and experiences are provided for our children. High quality resources within our excellent provision gives the children a range of opportunities to refine their art skills: construction, craft, painting and junk modelling are just a handful of learning opportunities which are embedded within the provision daily. Art vocabulary is planned for. Staff are role models in demonstrating art vocabulary. The foundations of art learning in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their art knowledge, skills and vocabulary. The curriculum leader and art subject leader have created a meaningful, sequential learning journey through art. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation

Pedagogy



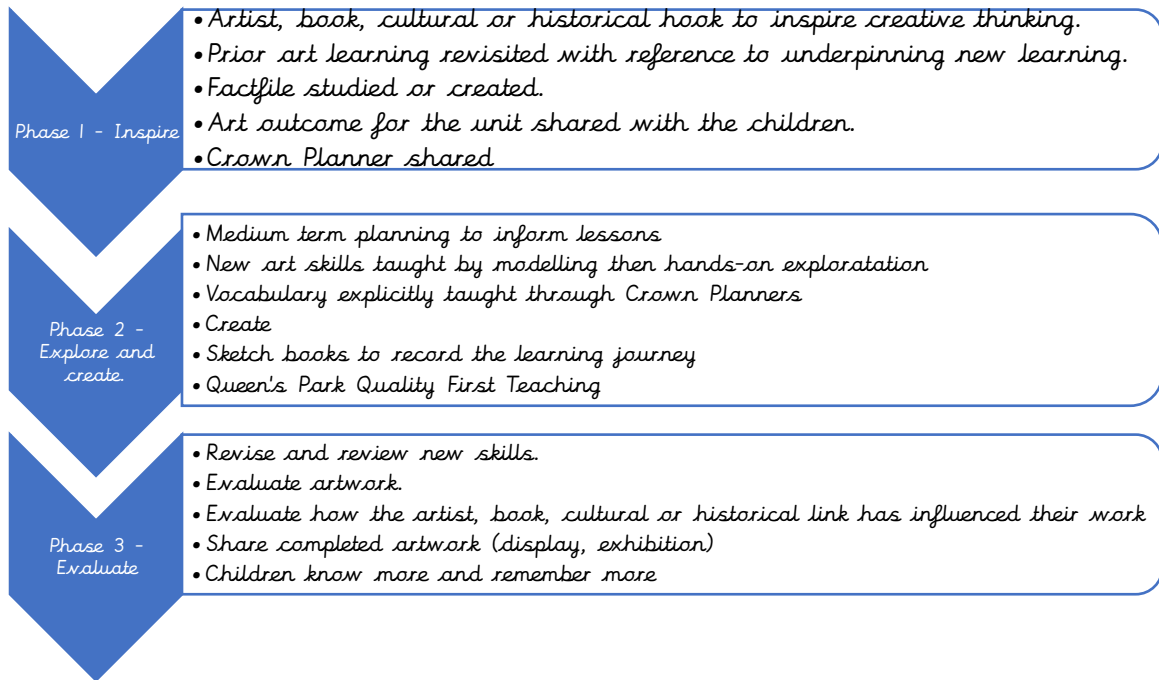
Both our staff and children are enthusiastic about *art*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the art they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our Art curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children.

Lesson Structure

The sequence of lessons across art follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Phase 1 - Revise

- Lesson recap about artist or skills from prior lessons.
- Revisit Crown Planner.
- Vocabulary (some will be tier 3 - subject specific words)
- Crown Planner shared

Phase 2 - New Learning






- Queen's Park Quality First Teaching
- New knowledge taught
- New skills taught
- Crown Planners to be used as a point of reference


Phase 3 - Evaluate

- Revise and review - knowledge, skills and vocabulary
- Evaluate how final art outcome was inspired by the lesson Hook.
- Formative assessment directly linked to progress towards final outcome

Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Crown Planner - Year Five <u>Architecture. Drawing</u>			
Year group: 5		Subject: Art	Term: Autumn
Topic Title: What would my building design be for the local community?		5 lessons required Key Knowledge: <ul style="list-style-type: none"> • I can draw a front and side elevation of a building. • I can use perspective lines to draw a 3D building. • I can use inspiration from Dame Zaha Hadid and Sir Christopher Wren. 	
Key vocabulary: Proportion (noun) If you refer to the proportions in a work of art or design, you are referring to the relative sizes of its different parts.		 Architect: Sir Christopher Wren. (1632-1723)	
perspective (noun) Perspective is creating the appearance of a 3-dimensional image.		 Monument of the Great Fire of London	
elevation (noun) Elevation - in architecture and drawing, a scale drawing of the side, front or rear of a structure.		 Dame Zaha Hadid (1950-2016) British-Iraqi architect London aquatics centre.	
 This is an example of a front elevation			

Crown Planner - Year Five Drawing, Painting & Collage				
Year group: 5		Subject: Art	Term: Spring	
Topic Title: Can a picture look good enough to eat?		 Sarah Graham (1977)	Key Knowledge: <ul style="list-style-type: none"> I know how to use the colour wheel effectively I know how to use tracing paper to scale images to a larger size I know about the work of Sarah Graham and Charles Bell in the photorealism movement of art. I can create an image in their style I can use the rules of sketching to replicate my collage I can evaluate my work, comparing and contrasting to Graham and Bell Charles Bell (1935 – 1995)	
Key vocabulary:				
Primary, secondary and tertiary (adjectives) colours (noun)				
Colour wheel (noun)				
Photorealism (noun)	A style of art, where a painting looks so realistic it looks like a photograph.			
Scale (noun)	If you refer to the scale of something, you are referring to its size.			
		  		



We understand that we may not see the true impact of our **art** curriculum on our children as our **art curriculum** is just the beginning of a lifetime of learning.

Our well-constructed and well-taught **art curriculum** leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of Queen's Park **art** curriculum is measured through the following:

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- Assessment at the end of each unit of work (a completed piece of artwork)
- Evaluation on Seesaw.
- Art exhibitions
- Work is assessed at the end of each lesson and at the end of each sequence
- Journey through sketchbooks to ensure children are refining technique
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate