



Overview of Art at Eastbury Farm Primary School



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Art Vision:

Children leave us with the confidence and ability to express their artistic and imaginative thoughts and feelings. Having used a range of art mediums, they will be able to reflect and develop their ideas, and will be able to articulate and critically discuss art work in a supportive and respectful way. They will also leave us as critical thinkers, with a rigorous understanding of art and design, knowing how it reflects our history and contributes to the culture, creativity and wealth of our nation.

Intent:

At Eastbury Farm Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

We want our children to develop a mastery of the following **skills**:

- To explore the textures, movement, feel and look of different media and materials
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
- To develop skills to use a variety of tools and techniques competently and appropriately
- To explore and learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use a range of materials creatively to design and make products

This is achieved through the specific study of:

Cycle A Reception	Cycle B Reception
Autumn 1- All about me	Autumn 1- All about me
Autumn 2- Superheroes and me	Autumn 2- Superheroes and me
Spring 1- All creatures great & small	Spring 1- All creatures great & small
Spring 2- Let's celebrate	Spring 2- Let's celebrate
Summer 1- Once upon a time	Summer 1- Once upon a time
Summer 2- Me and my world	Summer 2- Me and my world
In Year 1.2	In Year 1.2
Abstract Art	Flowers
Printing	Seasons & The Great Fire of London
Coastal Art	Willow Patterns & Chinese Dragons
In Year 3.4	

Implementation:

To ensure high standards of teaching and learning in art, we implement a curriculum that is progressive throughout the whole school. Art is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. Teachers plan lessons for their class using our progression of knowledge and skills document. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists, architects and designers that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, collage and sculpture. Children's knowledge and skills are built upon over a sequence of lessons which lead to a final piece.

Our Teaching/Learning Sequence:

Inspire

- Immerse the children in the subject/new learning theme and excite them about the unit ahead to make the learning more meaningful and relevant,
- Children are also presented with WOW moments in art which help to start of certain topics allowing for a deeper and richer engagement.
- Find out what the children already know about the subject and how the skills have linked to previous learning.
- Encourage the children to be curious and want to question and find out new information e.g. new artists, new mediums.
- Child's interests are used to ensure their learning is engaging, broad and balanced.



Apply Skills

- Children will use the taught skills and resources to help them develop and deepen their understanding and make comparisons using a variety of artists as well as exploring the use of different mediums.
- Children acquire the skills to understand, present, analyse and communicate a range of information
- Places and content are relevant for the children and taught in progressive way to build on previous learning and knowledge.
- Allow the children time to experiment and learn the new skills shown. Children are entitled to experiment during art lessons and try out various concepts.



Connect it all Together

Impact:

Children will have developed Art knowledge and skills to help them become confident and imaginative artists with the ability to use art to express a variety of thoughts and emotions. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent Artists throughout their education and lives.

This will be evidenced through continuous monitoring carried out

Stone Age Cave Art
Mosaics
Manu Manga& Anime
In Year 5.6
Benin Art
Pop Art Movement
Mayan Art

In Year 3.4
Lowry's Cities
Tiger in a Tropical Storm
Egyptian Art
In Year 5.6
William Morris
Greek Pottery
Patchwork

- Bring together the new knowledge and understanding that has been gained throughout the unit so that children are able to confidently talk about their learning
- Link this to existing knowledge and understanding
- Children are able to show their work to the class as well as presenting in a class based art gallery.



Concluding

- The children have learnt new knowledge and skills through the unit that has built on previous learning.
- Children can apply the new artistic skills they have learnt across the curriculum and as they move upwards in the school.
- Children can evaluate what went well and what they may do differently next time.

by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Scrutiny
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

Subject Leader Expectations:

- Art activities to be integrated into EYFS activities
- 1 hour per week in KS1 and KS2 taught as minimum (alternating half termly with DT)
- Cross-curricular links are developed wherever possible, particularly in English and other foundation subjects/curriculum topics
- Planning to show evidence of progression of skills for all pupils
- Clear adaptations to be evident for all learners
- Planning to show evidence of AfL such as considering prior knowledge or skill, use of sketchbooks for KS2, peer and self-assessment
- Where possible, artwork should be labelled on the back with a learning objective
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- When learning about an artist and their work, appropriate vocabulary and examples of their work should be on display in the classroom to support learning
- Visitors to school are encouraged to inspire and enrich learning
- Class teachers to inform Art Subject Leader when resources are missing or stock needs replenishing