

# Art

## Curriculum Statement

### Intent

At Cummersdale School we believe that art stimulates creativity and imagination and we aim to enrich current and future art experiences through an irresistible curriculum. By exploring a variety of media and materials, our pupils will gain necessary skills and knowledge to develop as artists. Art is taught throughout the school from Reception to Year 6 and within each year they are given the opportunity to access a wide range of experiences as well as build on their previous knowledge and understanding. We strive to teach art in an exciting and imaginative way, to enable and inspire all pupils to gain the key skills, concepts and subject knowledge necessary for them to challenge themselves and express what they see, feel and think. To ensure that we meet all National Curriculum objectives, we teach these strands: painting, collage, textiles, sculpture, drawing, printing and taking inspiration from artists.

As lifelong learners and artists, pupils will be inspired to create and evaluate their own works of art using different materials and techniques. Not only will they evaluate their own work but that of their peers and other artists. They will also evaluate the creative work of others and the significance of art in different cultures and throughout history.

### Implementation

Our curriculum is designed to develop pupils' knowledge and understanding of Art and the key concepts within the subject. This is done throughout the school from Reception to Year 6. Where appropriate, our art curriculum follows each year groups termly topics enabling cross curricular links. Areas covered include:

Reception: Marbling is used to make camouflage habitats for various animals. Lots of collage work takes place in the craft area within the continuous provision. We aim to get outside on walks accessing the art in our environment, using nature to create pictures. Children have had the opportunity to use clay, sculpting their own Diwali lights then decorating them using different media.

Year 1 and 2: The children have worked with a variety of different media such as clay to make Diwali lamps and Textiles in our Seaside topic creating felt fish. We enjoy looking at the work of a variety of different artists such as Paul Klee's Castle and Sun in our Castles topic and Van Gogh's a starry night in our Space topic.

Year 3 and 4: The children in year 3 and 4 delved into the past and examined Cave painting as part of the Stone Age topic. We created mod-roc walls and transferred our sketches onto them. We do a lot of investigating of tone, colour and shape to help guide our artistry. We have worked with different materials to produce sculptures with clay and wire fish.

Year 5 and 6: The children learn how to draw from observation, create prints and draw from different perspectives. They explore art with a meaning, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture. The children also build Berlin Wall models using a variety of materials relating to the Tunnel 29 topic.

We use the Kapow Primary Art schemes of work to support our art planning, ensuring the progressions in skill, but we do not use this exclusively and teachers have the autonomy to plan engaging, inspiring and challenging art lessons.

Where possible local artists are invited into school to work with the pupils. This has included a local ceramic artist who came in and worked with the whole school to create tiles depicting our local community. We also take the Art experiences out of the classroom with visits to local and national art galleries. In Year 5 & 6 children have had the opportunity to visit the Walker Art gallery in Liverpool as part of their residential. Visits to Tullie House have also taken place to look at their visiting exhibitions.

The pupils' learning is further enhanced with a whole school Art week. The whole school goes off timetable and has a strong focus on Art. During this week there is collaboration between the year groups ensuring that clear progression of skill is demonstrated and then showcased in a celebration of their work at the end of the week.

All pupils have access to a wide range of good quality art resources. These are updated regularly to support the topics with specific art materials ordered termly including: air-dry clay, modroc, textiles and mark making resources. Not only are physical resources purchased but we also keep updated with digital resources that can be used to support the art curriculum. Showbie is used for children to record their work, adding evaluation and explanations. Purplemash is used to provide online projects for the younger children.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistants support. Adaptive technology being used to record evaluations to reduce the need for written work, voice notes can be added to work.

## **Impact**

Children have an Art evidence book in which work is added to as and when appropriate. This sketch book is passed up the school so that progression of skill can be evidenced. This allows teachers to see their pupils' starting points and their next steps. Children are also able to evidence their work on Showbie, this allows pupils to evaluate and record comments on their work as well as Teachers providing them with verbal or written feedback.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This informal assessment also involves feedback to pupils on their achievements and progress in line with our marking and feedback policy.

Pupils in the Early Years are assessed within Expressive Arts and Design and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year.

The Art Subject Leader monitors the progress of pupils' by monitoring the work taking place, this is work that is evidenced under the different strands on Showbie. Through the monitoring of the evidence and discussion with pupils and staff, any gaps in learning can be identified.

## Curriculum Map

<b>Cycle A</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	Formal elements - colour mixing and mark making	Formal elements - collage and printing	Sculptures/textiles
<b>Year 1 &amp; 2</b>	Formal elements	Human Form	Sculptures and collages
<b>Year 3 &amp; 4</b>	Prehistoric Art: Exploring styles of art/techniques. Experimenting with charcoal, berries, leaves and homemade paints.	Formal Elements: developing a range of mark-making techniques. Mosaics	Sculpture: Explore and use unusual objects to create their own 3D works of art.
<b>Year 5 &amp; 6</b>	Photography / Photomontage	Formal Elements	Pop-up books

<b>Cycle B</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	Formal elements - colour mixing and mark making	Formal elements - collage and printing	Sculptures/textiles
<b>Year 1 &amp; 2</b>	Landscapes	Formal Elements	Art and Design Skills
<b>Year 3 &amp; 4</b>	Crafts: moodboards/tie dye Landscapes	Formal elements: Exploring tone and shape.	Art and Design Skills: Creating puppets/drawing from observations
<b>Year 5 &amp; 6</b>	Still Life	Screen Printing	Art and Design Skills