



## Art Curriculum Delivery Document

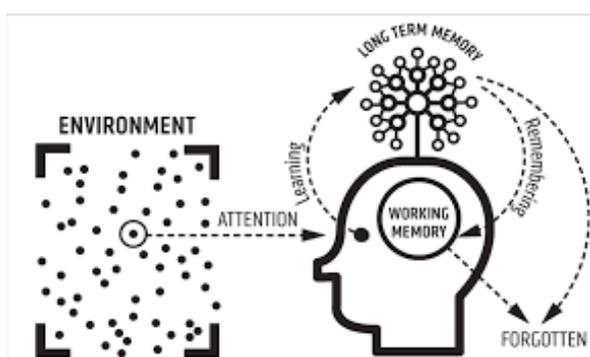
<b>Intent</b>	<p>It is our aim to fulfil the requirements set out in the National Curriculum and beyond. We do this along with NSEAD National Society for Art and Design attainment areas of Making skills, generating ideas, knowledge and evaluation. This enables us to provide a broad-based experience rather than perfecting a narrow set of skill.</p> <p>Art is valued in its own right. Time is given to develop the children's competence in controlling materials and tools in order to become proficient in a wide variety of processes and design techniques.</p> <p>The sequence of skills and knowledge is as rigorous as possible, enabling the children to observe and record from first-hand experiences and imagination. We want children that can take ownership of the process, know what they are doing and know what to do to improve.</p> <p>We want our children to become aware of the formal elements of art - colour, line, pattern, tone, texture, form, shape and space. In doing so, we are giving the children the language that is needed to enable them to talk about their art work and that of others - instilling a sense of pride and achievement.</p> <p>We want our children to develop their knowledge of significant artists, crafts people, and designers and select the best pieces of art to support this. In doing so this will raise their awareness of the roles and purpose of art and different cultures.</p> <p>By providing activities that are stimulating and challenging, ones that are relevant to the environment in which they live and deepening their capital culture in a meaningful, accessible and palatable view of the world with an appreciative and critical eye.</p> <p>We want our children to be able to create something new for themselves and have a wealth of information in their long-term memory to allow them to be creative.</p> <p>We hope to instil a sense of achievement to equip some children to go on to have a successful career in art and design and for others it may become an outlet vital to maintaining a healthy and happy life style.</p>
<b>Implementation</b>	<p>Progression in the classroom is related to the 4 attainment areas. The children might be learning about a new artist, exploring ideas in their sketch books, practising a new skill, or discussing their own work or that of others.</p> <p>This is done over a sequence of lessons, some short one-off activities, or some longer projects requiring sustained effort and concentration over a period of time. Important knowledge and skills are rehearsed and repeated over time. Children are taught how to use tools and different techniques during this time.</p> <p>A selected painting or pieces of art work that have been chosen to link with the skills and techniques that we want the children to develop is introduced to the children. They may also look at other works in the series if applicable. The children look and discuss the work, identifying the formal elements and techniques used.</p> <p>They are given the time to practise and experiment in their sketch books. The work is never copied - it is used as a means for children to apply techniques to their own work. Children are encouraged to choose how they will produce their final piece of</p>



	<p>work, selecting their own size and quality of paper. No two pieces ever look the same.</p> <p>Schemes of work are used and support from the art lead is given to support the process.</p> <p>During the penultimate week of the sequence of lessons the children evaluate their own work and that of others. They do this against the assessment criteria for this year group.</p> <p>There is an opportunity to further develop and improve their work following this.</p>
<p><b>Impact</b></p>	<p>The art curriculum is an experimental one and there are no national standards for each year group.</p> <p>However, our sketch books demonstrate the children's making skills. These also demonstrate the stimulating and challenging activities that the children have been engaged in and are a starting point for the children's progress to be assessed over time.</p> <p>Our standard file shows practical examples that our progression grids are effective. The children can talk about their art work in positive terms and show great resilience in art and the will work until they achieve the result they want. This is because they are supported in a way where the skills and techniques are practised and developed in order for them to create something new. The skills in their long-term memory enable them to apply that to their final piece of work, understand their progress and discuss it.</p>

**How do we ensure that knowledge gained is transferred from working memory into long term memory?**

Staff in school have based their strategies on **Rosenshine's principles** in action (bridging research and classroom practice):





Principles identified	What do we expect to see in our Art lessons?
Daily Review	Revisit previously taught vocabulary of the formal elements. Call and response, partner work. Review and the end of the lesson can be done through evaluation of own work and that of others. An example could to look a good example of how this has been applied.
Questioning	A variety of key questions are provided to use when talking about a piece of art work. This also always staff to check understanding and address misconceptions. Some of the questions don't require an answer there and then but are for the children to consider as they practice techniques and begin to use and apply these. Consider.... How can you? What happens if?
Sequence concepts and modelling	Modelling could be provided by expert teachers, looking at good examples. The skills and techniques are repeated and learners are given the time to practice for as long as required. Lesson plans are progressive but broken down into small steps. (See lesson plan example). Scaffolds are used to support and develop mastery. This might be in the form of adult support, alternative equipment or visual aids.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.