SUBJECT ON A PAGE

Art

Broughton C of E Primary School

Every child is an artist. — PABLO PICASSO —

(Updated 2024)

INTENT – At Broughton, we aim to...

- Put our mission statement into practise by delivering a high-quality and creative curriculum with activities taking place inside and outside of the classroom to explore cultures and the world around us.
- Explicitly teach skills in different disciplines of art and ensure that these skills are expanded upon in each phase from EYFS through to Year 6.
- Provide children with knowledge about key artists, designers and craftspeople from different time periods and from a range of cultures in order to build a better understanding of the subject and provide varied inspirations.
- Ensure that children understand that art is not simply one thing and give them opportunities to express their own opinions, styles and ideas within their own work.
- Empower children to recognise that art is in everything that we do and to do everything in our power to foster interest, appreciation and passion for art.
- Build confidence and pride in our children as artists by displaying their artwork around school and celebrating the efforts (not always the outcomes) of every child.
- Take part in events and competitions which promote art within the local community and involve a range of groups e.g. children, staff, parents/ carers and local businesses.
- Develop our children's critical evaluation skills by analysing their own and others' work, including key artists.

IMPLEMENTATION – To achieve our intent, we...

Teach an ambitious curriculum.

In KS1, LKS2 and UKS2, art is blocked with design and technology. This means children complete six units of art across each phase. Each unit lasts for a half term and focuses on one of the six disciplines of art below, with drawing being incorporated as the basis across all disciplines and units. Providing our children with seven different disciplines enables them to experience a greater breadth of art, know that art is not just one thing and give them greater opportunities to find their preferences and talents.

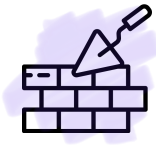
Drawing | Painting | 3D Sculpture | Digital Media | Printing | Collage | Textiles

Build on strong foundations.

Our EYFS curriculum provides the building blocks for our art curriculum, enabling children to develop essential knowledge and skills (e.g. fine motor skills) before entering KS1. Children are introduced to all seven disciplines taught within our ambitious curriculum from KS1 onwards with activities linking clearly to the ELG's. Art in EYFS encourages children to express their understanding of the world around them so far (themselves, animals, plants, food etc.) using a range of materials (pencils, crayons, paint, fabric, plasticine etc.). Children are also introduced to some of the formal elements, including line, shape, texture and pattern which can then be explicitly named and expanded upon as children move through each phase.

Use high-quality sketchbooks from Year 1 through to Year 6.

Children use and keep their sketchbooks in two-year cycles (KS1, LKS2 and UKS2) to enable them to monitor, assess and celebrate their work across all seven disciplines taught in each phase. Sketchbooks are used to collect ideas, analyse work from key artists as well as to demonstrate the build up of skills and knowledge gained within each unit of work.



Plan and teach structured lesson sequences and progression from EYFS through to Year 6.

Our art curriculum is planned by the subject leader to ensure each unit contains a set of lessons which enables children to refine and expand on existing knowledge and skills. The subject leader also ensures progression in knowledge and skills across each phase (see separate progression maps). Each unit typically follows this sequence across a half term:

Explore → Experiment → Design → Create → Evaluate



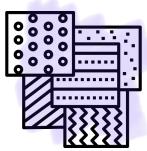
Focus on subject-specific vocabulary.

At the beginning of each unit of work, children recap key vocabulary from the previous unit of that particular discipline e.g. when starting the painting unit in Year 3 (LKS2), children will be assessed on what they can remember from their painting unit in Year 2 (KS1) through discussion and annotation of key words and phrases. Children are then systematically exposed to the new relevant vocabulary for each unit before being assessed at the end of the sequence of lessons. Previously learnt vocabulary is also continually referred back to during retrieval starters in every lesson in order to commit to long term memory.



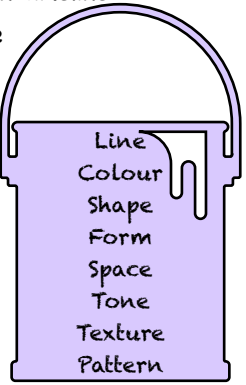
Refer to historical art periods and teach about a range of diverse key artists/designers/craftspeople.

Children begin to explore key artists in EYFS with popular works being used as inspiration. From KS1 onwards, children begin to analyse key artworks/designs/products in order to explain what they can see, understand how they were created and express their own preferences. As children move into KS2, they begin to investigation key individuals more independently, comparing different styles, media and inspirations. The subject leader has also created a personalised 'Art History at Broughton' timeline to present a visual representation of the key artists studied within our curriculum under the relevant time periods of art history . While only introduced during the 2022-23 academic year, over time children are learning and remembering more.



Emphasise the importance of teaching and using the formal elements of art.

These vital elements of art are explored simply by children in EYFS in order to enable more varied recognition and use from KS1 onwards. Children learn each one by name, identify how key artists have incorporated them into their work and use them appropriately within their own designs and creations. Children also study pattern in line with National Curriculum guidelines.





Support and challenge pupils efficiently.

Plans for art contain clear adaptive tasks aimed at children who may need additional support, while recognising that these children may not always be the same children who require adaptive tasks in core subjects. Reading tasks (such as the prior knowledge, key vocabulary and assessment activities) are completed as a class in Year 1 and then read aloud by the teacher or completed in small mixed-ability pairs/groups as appropriate as children move through Year 2 and beyond. Similarly, the subject leader includes challenge options for children who excel in art e.g. a greater choice of materials, more detail included in designs, more independence to explore own ideas and styles etc. Children's progress is measured from individual starting points rather than as a whole class or year group.



Use reading and high-quality books.

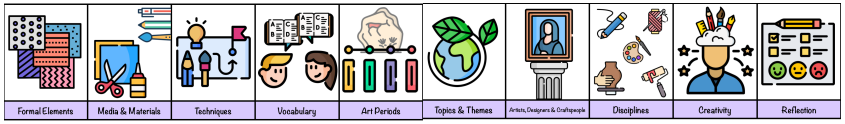
Our whole curriculum at Broughton is based on books (Power of Reading). All units of art refer back to the themes and topics presented within these high-quality texts and children have access to a range of art-specific books to further develop their knowledge and skills e.g. investigating the work of key artists, studying different techniques and disciplines, and using step-by-step drawing guides (as both a very popular 'finisher' activity and to support children who may need it).

Involve the whole school and local community.

Children are provided with numerous opportunities to extend their learning and enjoyment of art beyond the classroom-based curriculum. Every year, we organise and run a whole-school 'Arts Week', where every child in school takes part in a range of arts-based activities, including visiting the local secondary school's drama studio to take part in an acting master class, playing a range of instruments from different cultures (e.g. African drumming) and creating their own individual artwork pieces which are displayed in our very own art gallery in the main school hall. Parents, carers and other family and friends have the opportunity to explore this gallery during class worship performances, during parents evenings and during our annual school barbecue. We have recently run our Arts Week in conjunction with Sky Arts Week with some of our children's artwork selected to appear on television. In addition to this, we are active in taking part in other local competitions such as our annual village scarecrow parade, making Easter crosses using a range of media and materials to decorate our school church, designing our local police Christmas card competition and many more.

Embed key concepts within our art curriculum.

Key concepts have been recently introduced to children and will continue to be referred to throughout lessons to ensure children (and staff) are aware of the most important aspects of our art curriculum.



Use formative and summative feedback and assessment.

In EYFS, children discuss their work and the techniques they have used to design and/or make something. As they move in KS1 and then KS2, children regularly self- and peer-assess different skills, techniques and artworks verbally or using post-it's to record thoughts and ideas in sketchbooks. At the end of each unit, children in KS1 and KS2 complete a simple self-assessment in order to analyse what they have learnt and remembered. This not only builds up the children's ability to critically evaluate their own skills and knowledge but also enables staff to identify any gaps and address any misconceptions. The questions and activities on these assessments link directly to what the children have learnt over the sequence of lessons and children are able to write or sketch their answers to ensure inclusion for all.

Impact - We have achieved our intent when...

- Children are engaged during art activities and show what they have learnt about art around the world in creative ways.
- Children develop competence in skills and knowledge, evident throughout sketchbooks, discussion, assessment and retrieval activities.
- Children can talk about key artists and periods of art history. They can explain how they have been inspirational and their affect on the world around us.
- Children have a sketchbook full of their own artwork from across all seven disciplines with every sketchbook looking different. Children (particularly in UKS2) understand that art is subjective and show confidence in expressing themselves in their preferred methods.
- Children are excited and engaged throughout art activities. They show passion for the subject and are aware of some of the potential career paths available which are linked to art.
- Children's artwork is proudly displayed in the school hall art gallery and are excited to share with others. Children show greater confidence and are not afraid to make mistakes or be 'messy'.
- The whole school community engages with art celebrations e.g. Arts Week, Christmas Art etc., as well as a range of local activities and competitions e.g. Broughton Scarecrow Parade etc.
- Children can evaluate their own and others' work, highlighting strengths and suggesting edits and improvements. Children know what they are good at and areas in which they could improve.