

Our Curriculum Intent for Art:

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring a variety of art media and techniques, and developing new skills; we want them to practise and refine their work.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere and take creative risks.

I: We want them to learn how to learn; to learn how to pursue their ideas and interests themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The key characteristics that we have identified, and that we believe in MFL, will make a **GOOD ARTIST** are:

- **Explores** different ways and thinks creatively when developing and making artworks **by recycling materials** and **using sustainable products** where possible.
- **Perseveres** at their work when learning to use new techniques, tools and approaches to making artworks.
- Has a 'I will have a go' attitude to making art with growing **independence** and confidence when working on their own and with others.
- **Communicates** what they think about works of art with confidence and a growing artistic vocabulary.
- Loves creating artworks with an understanding of how art and design enriches our lives and impacts on the environment.

We aim to encourage awareness, enjoyment and appreciation of art in all its forms and to develop imagination and creativity. We want to enable experience and encourage children to create art with enthusiasm from an early age, free from inhibition and to help children of all abilities develop positive attitudes. We aim to offer opportunities to draw, paint, collage, sculpt, print, use textiles and digital media.

Our Curriculum Implementation for Art:

At Mountfields Lodge we have produced a progressive art curriculum across the Key Stages and have recently remapped the curriculum to ensure the progression has a clear link to seven areas: Developing Ideas and Taking Inspiration from the Greats, Drawing, Painting, Collage, Sculpture, Printing and Textiles. We have invested in sketch books in KS2 to raise the profile of art and to give pupils a very visual art journey. KS1 are implementing and allowing for a more experimental approach to art where children are given materials and mediums and a stimulus to create art using their own ideas and sharing ideas with others. There is also a stronger emphasis on creating outdoor art and art that is eco-friendly and we try to recycle materials that may otherwise have been discarded.

When planning, teachers will plan artwork based on the skills that have been learned in the previous Key Stage, often this will be linked to a theme and be made relevant and enjoyable for the pupils.

Our Curriculum Impact for Art:

Artwork will clearly demonstrate skill and also create the opportunity for young artists to demonstrate flair. Selected pieces of artwork will be displayed in places for others to see to inspire and for pupils to visually examine and consider. Through exposure to a variety of media and art discussions in class, children are able to comment on and discuss art work and reasons for their preferences and therefore will gain a broader appreciation for art.

We can give recognition and appropriate praise for achievement, and lessons can be adapted to meet the artistic needs of the class.

We ask pupils to evaluate their own, and each other's, artwork, to motivate them and to instil a desire to improve. Children and staff will have the opportunity to give constructive criticism and potential next steps.

But in **our school** we also have a set of assessment 'tasks'/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in Art.

We believe that they have maximum impact on T&L outcomes (learning 'stickiness' and impact on 'next lesson' content and approach) for minimum demand upon staff workload and pupil wellbeing.

In Art we recognise that we need to:

- **Share the Curriculum 'Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using 'the checks' to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in Art it will be relevant and impactful.

Our 3 agreed approaches to assessment in Art are

1) At the Planning Stage

CTs refer to the **Progression Map for Art** (x-ref Curriculum Implementation statement) at the point of planning and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

CTs create and share **The Learning Journey** of each unit/theme in Art (in a ppt or flipchart slide); this includes * **Questions** (max.6) that are to be answered throughout the theme/unit, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations.

The slide is referred to at the beginning of each Art lesson; the strength of this is coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in Art map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's Art **Progression Map**, which itself reflects the **National Curriculum**.

They clarify **our Curriculum Intent** for Art They are our, ***'by the time a pupil in MfL leaves (an identified Yr Gp) they must know/have experience of/ learn...'***

They 'build' on previous learning/K&U/skills and are our 'points of assessment' in Art along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess Art.

Art						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas	Compare own work to that of famous artists explaining similarities and differences.		Know, describe and offer own opinions about the work of major artists and designers.		Make notes and describe the work and techniques of some major artists and designers.	
Drawing	Colour (own work) neatly following the lines.	Show pattern and texture by adding dots and lines.	Use shading to show light and shadow	Use hatching and cross hatching to show tone and texture.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement.

Painting	Mix primary colours to make secondary.	Add white to colours to make tints and black to colours to make tones	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Use watercolour paint to produce washes for backgrounds then add detail	Create a colour palette based upon colours observed in the natural or built world.	Combine colours, tones and tints to enhance the mood of a piece.
Collage	Use a combination of materials that are cut, torn and glued.	Mix materials to create texture.	Select and arrange materials for a striking effect.	Use coiling, overlapping, tessellation	Combine visual and tactile qualities - use mosaic and montage.	Combine visual and tactile qualities - use mosaic and montage.
Sculpture	Use techniques such as rolling, cutting, moulding and carving when using clay. .		Join clay in a secure way to add features and details.		Show life-like qualities and real-life proportions.eg using clay.	
Printing	Use objects to create prints (e.g. fruit, vegetables or sponges).	Make printing blocks (e.g. from coiled string glued to a block and polystyrene sheets).			Use block prints to build up layers of colours.	

3) Photo Books

Each class has a **Photo Book**; it is used to ‘capture the active learning’ that the pupils have undertaken’.

We know that **our pupils** are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. ‘Do you remember when...?’

The aim is to ultimately produce QR codes (QR stands for Quick Response; it is basically a quick, scannable barcode-like image that takes you to a specific digital destination) for any videos/pieces of evidence of active/inspiring/engaging T&L that would be saved in our Shared Drive.

Where appropriate in art we may use our 3 agreed assessment tools:

A) Flashcards:

We use these to engage ‘active recall’ through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class ‘team’ quizzes. They are ‘low stake’ i.e. they are not considered to be the ‘be all and end all’ of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they

organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

We do not believe that in Art there is any value, or need, to have a complex method of capturing attainment 'data' that, on first glance, might look good (i.e. a class list against a range of objectives, all annotated with colours/lines/marks that mean something once the coding is understood) but has little to no impact on T&L outcomes; i.e. 67% of Class 'B' attained at the expected standard in Music. Such data, in our experience, has little value, or impact on the 33% who didn't make the grade? Does it mean the learning was too hard for them? Does it mean the teaching didn't engage them? Does it mean they have failed? Does it mean they have missed that learning opportunity and won't revisit it for 2 more years?

We believe that our considered method of assessment in Art does everything we need it to do.