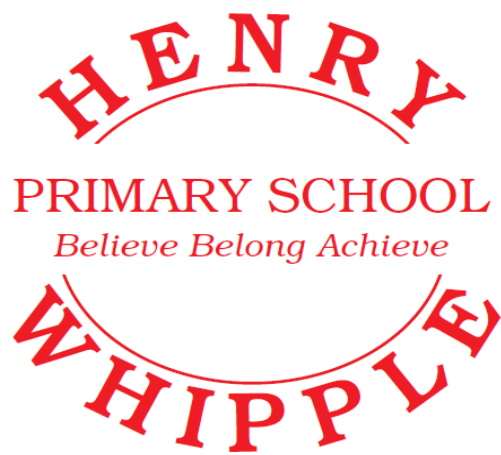
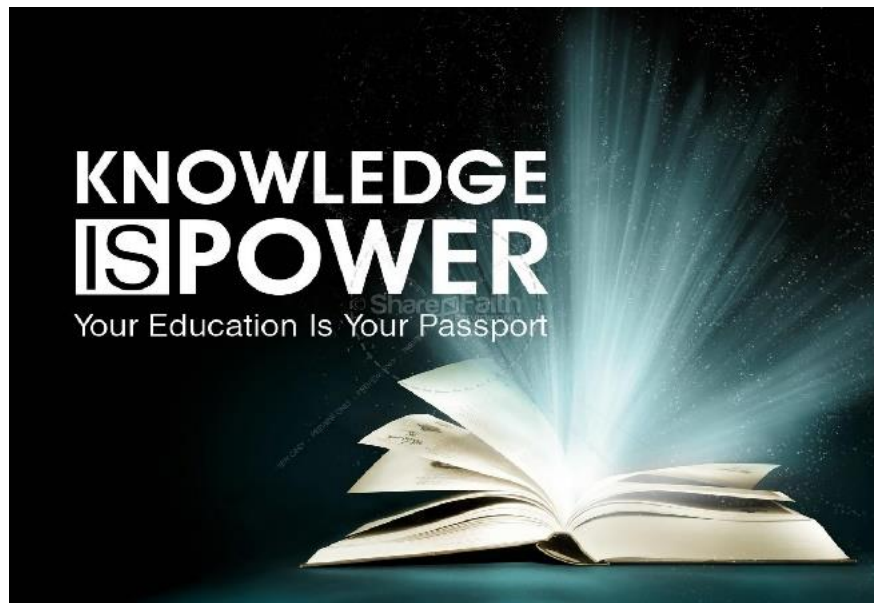


Henry Whipple Primary School



Art

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Intent / Implementation / Impact

Subject area statement

INTENT: (vision)

At Henry Whipple we...

provide children with the skills and knowledge to become proficient in drawing, painting, sculpture and other art and design techniques. We provide opportunities for children to develop their knowledge of great artists and designers and be able to analyse and evaluate a range of creative works.

Aims:

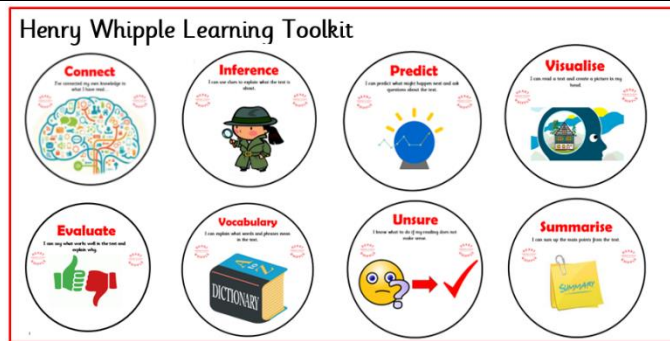
- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural Development of their art forms.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by...

- ❖ Teachers are provided with clear long-term plans and coverage documents which inform good quality Art teaching across the school from EYFS to Year 6.
- ❖ Curriculum maps for Art for the year are available in children's books as a reference for the skills and knowledge they will acquire.
- ❖ The use of practical progression skills for Art to ensure structured learning and opportunity, time for exploration and to practice and learn technical skills.
- ❖ Providing pupils with a termly overview of their learning outcomes through I can statements. This will be inclusive of new vocabulary with pictorial reference of the artist they will be covering.
- ❖ Providing the Art curriculum maps as a fixed classroom resource. They are regularly referred to as a self-assessment tool to track learning and deepen knowledge of objectives. Displays will highlight children's learning and future learning.
- ❖ Providing pupils with an extensive range of artist to learn about each year, covering a wide range of cultural context (informed by the artists LTP for EYFS to Year 6).
- ❖ New and relevant vocabulary will be used and modeled within teaching for each progression skill, so that vocabulary will be built upon meaningfully and retained in long-term memory.

- ❖ *Displaying work of a high standard around school to show progression within year groups and be a constant reminder of artists and well-known pieces of work that have been learnt about or interpreted by the children.*
- ❖ *Promoting high aspirations through partnership links with organizations such as Nottingham Contemporary, New art exchange and other NST schools to give children rich learning opportunities linked to art and DT.*
- ❖ *Involving the wider community with learning through targeted Learning Together events, sharing expectations and curriculum coverage with all parents/carers, including themed weeks across the school year.*
- ❖ *Building long-lasting memory of core concepts and knowledge through use of our Learning Toolkit as an approach to teaching and learning for all pupils. (see below)*



IMPACT

We know our curriculum works for our pupils through...

- ❖ *Pupil voice, showing evidence of the positive impact that structured Art lessons have on the progression of skills being taught.*
- ❖ *Parent voice showing the increased response, awareness and support of our structured Art opportunities and delivery of teaching.*
- ❖ *Evidence of pupils applying taught knowledge and vocabulary within core subject teaching; independently making connections and links across learning.*
- ❖ *Increased attendance and support for our Learning Together events which identifies parent agreement with our curriculum vision and knowledge-based outlook.*
- ❖ *Parent and pupil voice response showing 100% support for out of school learning about the ARTS; positively impact upon their child's learning and SMSC development.*

Curriculum on a page overview

ART and Design at HENRY WHIPPLE



Our overarching philosophy that underpins the teaching of all curriculum areas at Henry Whipple is: 'Knowledge is Power' Our aim in Art is for our children to be creative and recognise that the perception of art is different from person to person. We encourage children to analyse and evaluate art from different artists, interpret what skills have been applied and understand the artist's intention.	Big Ideas At Henry Whipple, we focus on children building and developing a sense of creativity through exploring their ideas and producing their own unique pieces of work. Each year group explores six key aspects of Art and Design over the course of the academic year alongside a varied knowledge of well-known artists, craft makers and designers. The aim is that they understand the historical and cultural development of these different art forms. While children explore an artist linked to the area of focus, they make comparisons to other artists who may have similar representations. This gives children the opportunity to further explore, analyse and evaluate the artist's creations. The artists we explore are from different periods of time (renaissance to post-modern) allowing them to explore how art has changed over time.	Content and Sequencing Our Art curriculum fully embraces all aspects of the National Curriculum and is enhanced by a range of learning away and enrichment opportunities. The learning journey starts in EYFS by exploring, drawing, copying and interpreting lines and exploring textiles with a range of manmade, natural and recycled materials. The units of work explored in EYFS are repeated yearly throughout the school up to Year 6 so that children revisit and build upon skills learned in previous years. Our children use a range of materials creatively to design and make products and continue to improve their mastery of art and design techniques, including drawing, painting and sculpture, printing pattern and textiles.
Cross-Curricular Links Connections in Art are made wherever relevant to other areas of the curriculum in order to build schema. Natural connections are made with history, exploring different periods of art, amongst other subjects. Children read a range of texts and produce written reports, represent their ideas which enhances their learning,	Vocabulary Precise vocabulary that builds pupils' understanding is carefully selected so that they can access learning content that is subject specific and relevant to the area of Art they are studying. Vocabulary is modelled and applied within meaningful contexts so that pupils retain and use it in their learning and spoken language. Children apply the technical vocabulary learnt when discussing and writing about the given subject.	Knowledge Retrieval Pupils revisit and build on key concepts and important lesson content through regular quizzing so that learning is embedded within long-term memory. Prior learning is briefly revisited before each new programme of study and before each lesson. Low stakes quizzing is used to review and retain knowledge and assess and address gaps in learning or misconceptions.
	Enrichment Learning away and other enrichment opportunities provide life long memories and a learning hook for all children so that a context is provided to pupils for their learning. Children visit local art museums such as The Nottingham Contemporary or travel further away to places such as The Yorkshire Sculpture Park or the Hepworth Museum in Wakefield.	