

Curriculum Subject: Art

Equity

Intent

'Every child an artist' Pablo Picasso

To grow the potential in all children to secure new knowledge and achieve in Art, children will learn knowledge and skills to experiment, invent and create their own works of art in a structured and progressively planned way. Children will study art from different cultures and points in history, using a range of different media and materials and use this to further influence our own work. The Art curriculum will be authentic and aspirational, for example, by providing workshops led by local artists to inspire children and for them experience a 'real artist' at work. Children will be taught how to make informed judgements, aesthetic and practical decisions in exploring the ideas and meanings through the work of artists and designers. Children as artists are encouraged to experiment in a 'safe' environment where both self-expression and self-esteem will be enhanced. Art is valued for its contribution to developing a child's cultural engagement, personal development and creativity. We believe that artistic experience fuels imagination and, in turn, imagination fuels creativity.

Expectations

- Children will:
- Produce creative work, exploring and recording their ideas and experiences.
 - Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
 - Know about great artists and the historical and cultural development of their art.
 - Meet the end of key stage expectations outline in the National curriculum for Art and design.

Opportunities

- Whole school Kapow curriculum (Artsmark learning partner) which has pupil videos created by subject specialists for high quality teaching and demonstration.
- High quality resources and media for children.
- Local artist workshops and visits to raise aspirations and see Art in a wider context.
- Whole school display to celebrate learning outcomes and show progression of knowledge
- Collaborative projects which value self-expression and promote valued collaboration.
- Parent open afternoons to share learning.
- Positive noticing

Adaptations

- Adapted lesson structure, e.g. more paired/ discussion or increased mini-plenaries.
- One-to-one interaction and individual support by teaching staff.
- A specific seat in lessons to meet a sensory or a learning need.
- Raising not lowering expectations of SEND pupils achievements.
- Symbol/word banks available to refer too in Oracy tasks.
- Select/ provide resources that support learning e.g. gloves, equipment styled to suit their needs.

Social Structures

- Meet and greet to positively start each lesson.
- Talk partners/Shared discussion.
- Choral rehearsal of vocabulary.
- Say-it 5 times.
- Answering in more detail ('tell me more', Say it in a different way).
- Collaborative work pieces and spaces.

Diversity

Our Art curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

Mutual Respect - Respect during collaborative working and stereotypes are challenged.

Rule of Law: Health and safety understanding and risk assessing activities.

Democracy - consider other artist's views and opinions of a variety of artists which exemplify diversity in gender, race, economic status and heritage.

Individual Liberty - allows an artist to make creative decisions and maintain their individuality.

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. Sketchbook knowledge organisers are shared to promote vocabulary and connect knowledge to build schema in the long-term memory.

CURRICULUM DELIVERY					
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.					
	Consistent Approach	Common Language	Teacher/TA Role		
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.	Assessment and Curriculum Knowledge Content	
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.		
Teacher instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MYYT' 'TTYT' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.		
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it again, do it again.' 'Say it again better' 'MYYT' 'TTYT'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.		
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.		
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?		
All children included in learning and have access to the curriculum content ~ Equity. All children secure new knowledge and progress with learning.					

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.