



ART ON A PAGE

WHAT WE TEACH AND WHY – (intent)

Our school values – The 6 Rs – underpin everything we do at RA Butler Academy Schools.

Design, content and sequencing – The **Art** progression map and long term subject curriculum plan detail the skill and knowledge content taught across the school. The Art Curriculum at RAB is sequenced through a gradual build -up of specific skill sets relating to the strand of art being taught. There are 5 strands: drawing, painting, printing, sculpture and textiles/collage. The strands are placed on the curriculum overview in such a way as to tie in with the Design Technology overview so that Art and DT are not taught (usually, but not always) in the same half term. This provides an even spread of creative and practical experience for the children across the year as well as a more manageable way of sharing resources across the school.

The art planning is closely linked to the topic being taught but also more importantly each strand is based on the work of a well-known artist, sculptor or designer. The art planning emphasises very strongly that children are not creating a ‘pastiche’ of an artist’s work but are being inspired by the fundamental ideas and influences of the artist. The artists were chosen for their importance in the role they played in their specific field. A combination of living and past artists were selected as well as a balance of female and male artists in order to avoid gender stereotypes.

The planning builds very much on what was taught on the previous year and the planning details how to connect retrieval from prior learning in order to create meaningful and deeper links for children’s understanding. The art curriculum has strong and clear links to the SMSC expectations. The Social, Moral, Spiritual and Cultural strands have been identified in all year group planning. Opportunities for reflection and evaluation are built into every unit and are an important part of the art curriculum alongside the skills aspect of learning.

The art curriculum has been designed the way it has because it is fundamentally important that children are taught progressive and sequential skills which are built on whilst forming a solid understanding of the role that art plays in society, history, religion and culture. Influences on art and created by art are an important part of our curriculum. Reflection and evaluation of children’s own work and the work of others is vital and enables children to see their place in the wider world. The use of an art terms word bank or glossary in every unit taught is particularly salient in helping to cement children’s knowledge and understanding of key vocabulary. This understanding enables children to articulate their understanding more clearly and coherently.

Themes are connected closely to topic units (where appropriate) but driven mainly by the specific skills and knowledge as set out in the curriculum overview.

The SMSC links create opportunities for children to make links with how art makes them feel and think. Children are excited to share their developing understanding of the role of art in local and the wider community and enjoy talking about it.

HOW IT’S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of knowledge organisers, low stakes quizzing, interleaving and annotated visual representations of information.

We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding.

We aim to keep the learning pace of all children at the highest level and ensure there is no ‘glass ceiling’ for any learner. We have a school wide focus on developing the children’s knowledge and use of tier 2 and 3 vocabularies. In the art curriculum, words have been chosen that are subject specific and appropriate to the age of the children being taught e.g. cross-hatching, impasto, chiaroscuro, slip etc.

Each lesson starts with a retrieval exercise relating to prior learning or a warm up activity relating to a specific skill that is being taught in the lesson. A ‘what do you see’ activity gives children the opportunity to evaluate an artwork without prejudice about the title of the work or any knowledge about the artist or what it is made from. This exercise encourages children to reflect on preferences, giving reasons for these preferences and making links with other artworks that have been studied. Practical worked is linked closely to the skills, techniques and influences of the artist e.g. drawing with specific materials, using a specific technique when manipulating clay or textiles etc.

Every unit has a practical element with outcomes driven by each child’s response to the work being studied. Children’s work is documented in their sketchbook (either drawn or photographed) with written evaluations by the child as they reflect on their learning.

We have high expectations of all children and we see this through the work in sketchbooks, practical outcomes (such as the finished piece at the end of a unit), in the written responses and evaluations and through talking to children about their learning.

Throughout their Art learning the children are asked to demonstrate the 6Rs: from being articulate to taking risks and trying something new when the outcome is not

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes: Progress in learning and skills are laid out in our Progression and Vocabulary documents. Teacher and co-ordinator observations monitor outcomes and regular reflection on our planning and children’s work help to ensure continuity of progression throughout the school.

Responses to Key Questions in books: Pupils regularly engage well with key questions and can reflect on their learning at the end of each lesson with the key question in mind. They learn to be confident in their responses and not afraid to pose more questions as a result of their learning.

Child perception and opinion: Many of our pupils attest to enjoying this subject and the knowledge and skills based and open-ended nature of the lessons. Their pre-knowledge and retrieval for each topic is celebrated as is their new learning.

Monitoring and Evaluation: Drop-in observations, book looks and interviews with children. Feedback was also taken from the CPD sessions and teacher surveys provided in Autumn Term 2019.