

# ART AT SACRED HEART



Children work in an environment that is tolerant and examine their own behaviour. Also, through studying artworks and traditions from other cultures and times.

Freedom to voice opinions during art class feedback sessions. Children can choose/vote on materials/techniques they use. In KS2, children have the opportunity to debate/discuss artists work through critical studies.

The importance of health and safety within the classroom with certain tasks as well as having a routine for clearing materials at the end of a practical lesson.

All children are given resources to equip them to succeed with the task

Group and paired projects, working together towards a shared outcome. All children should take part in clearing and tidying the classrooms after an art session. Sharing work and ideas through group feedback, respecting each other's strengths and weaknesses.

Children are encouraged to develop their own ideas yet retain responsibility in what they do.

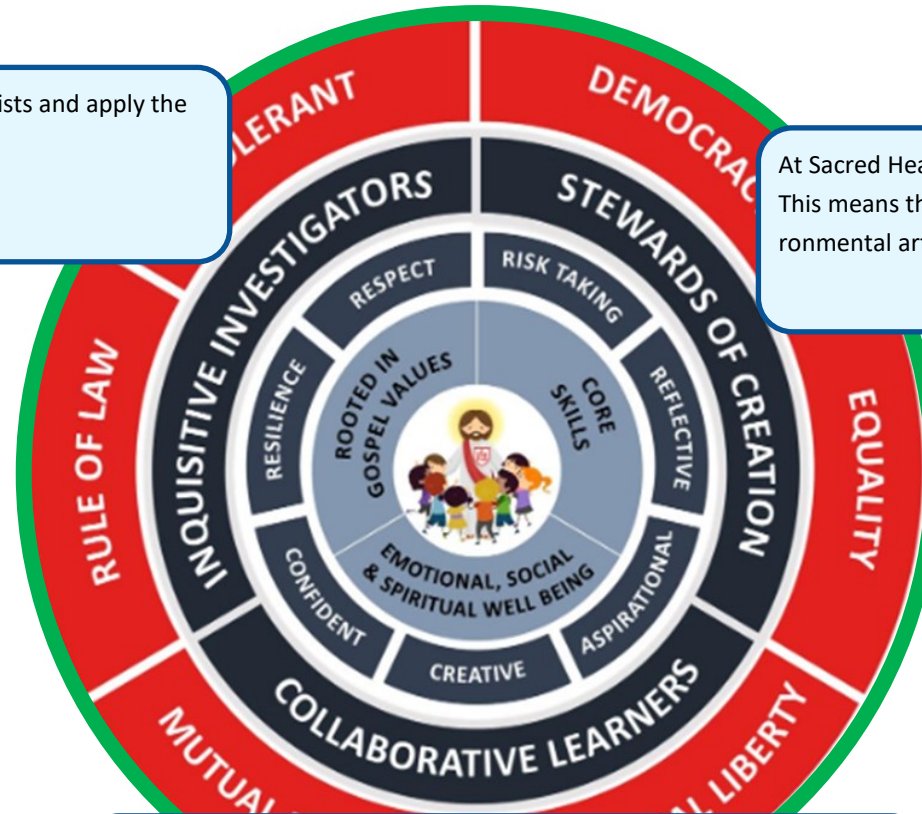


# ART AT SACRED HEART



Children investigate and study a variety of artists and apply the skills they have learnt into their own work.

At Sacred Heart, we encourage the use of the outside, natural world. This means that art lessons can take place outside encouraging environmental art.



Children are encouraged and required to work with their peers. This could be through planning a large project, helping others if they are struggling or sharing their work.

# ART AT SACRED HEART



Through teacher modelling ideas and ways of working. Students are expected to show respect to others, as well as having respect for themselves and value what they have to offer.



Children are taught to have a growth mind-set and to give all aspects of the art curriculum a go.



Through a growth mind-set children should have the opportunity to draft and re-draft their work. This could be through planning for a bigger project.



Children should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We do this by linking units to artists throughout history and from all around the world.



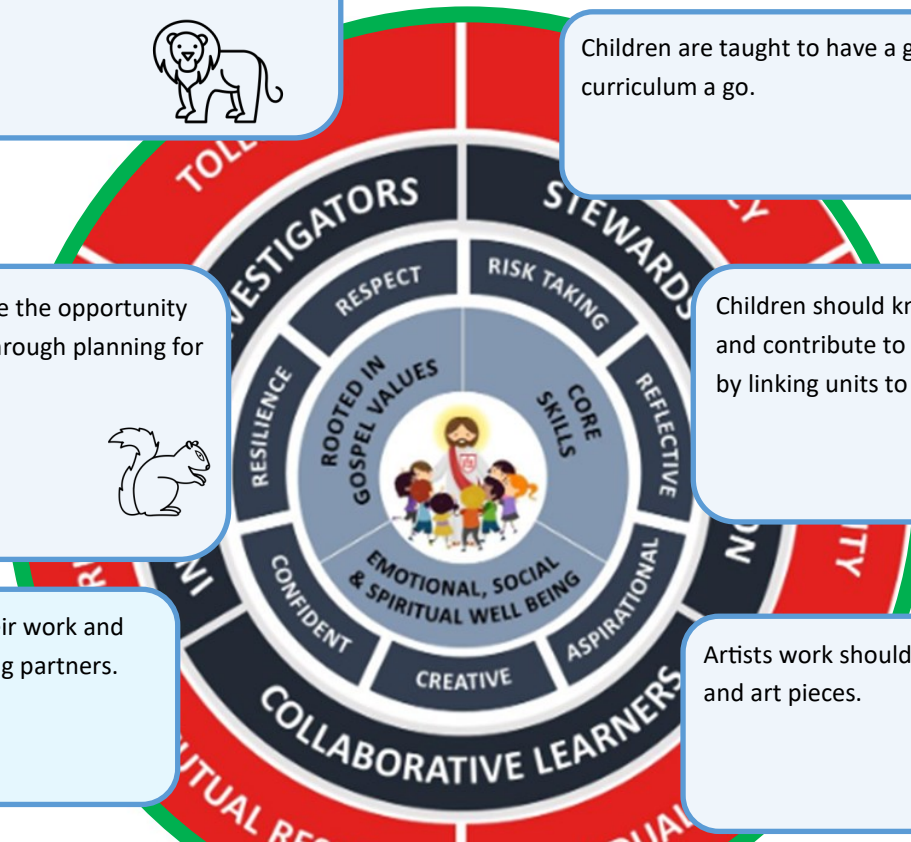
Children are encouraged to value their work and feel confident to share it with learning partners.



Artists work should inspire children's aspirations and art pieces.



Throughout Sacred Heart, children produce creative work, exploring their ideas and recording their experiences. Children plan and create their own works of art, craft and design. They use a range of materials creatively to design and make products. Each child's art book should be unique and show their vision of the task that has been set.



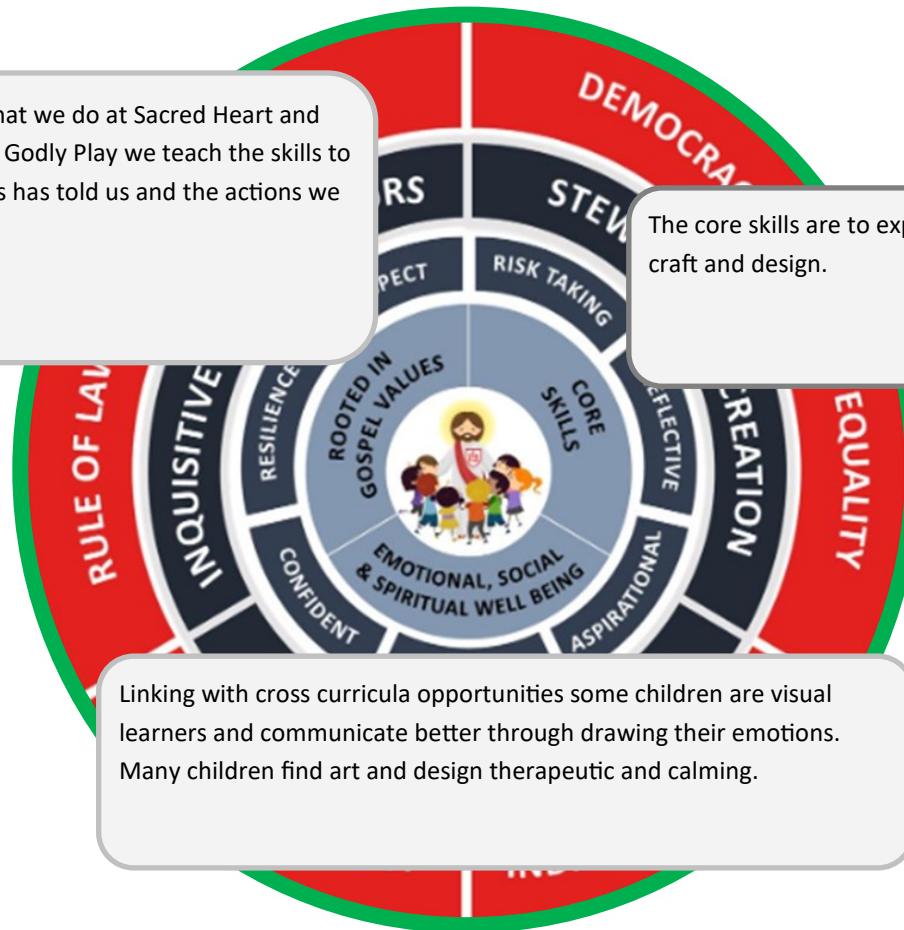
# ART AT SACRED HEART



The Gospel Values underpin all that we do at Sacred Heart and with cross curricula teaching and Godly Play we teach the skills to discuss and wonder at what Jesus has told us and the actions we should take in his name.

The core skills are to experiment, invent and create their own works of art, craft and design.

Linking with cross curricula opportunities some children are visual learners and communicate better through drawing their emotions. Many children find art and design therapeutic and calming.





# SUBJECT INTENT

## ART



At Sacred Heart, we develop creativity, set challenges, engage and inspire children and equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork as set out in the National Curriculum and so will enable the children to reach and exceed their potential. It will enable pupils to create art work with a real purpose in terms when displaying and sharing the work they create and showcasing the skills and progress they have made.



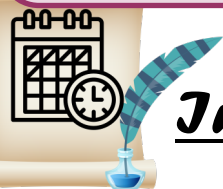
### **Intent— We aim to...**

Have a clear and comprehensive scheme of work that will show progression of skills across all key stages within the strands of Art, with particular focus on drawing, painting and sculpture.

Give children the opportunity to present their sense of vision through observation, experimentation and Creation.

Enable children to apply key knowledge, language and meanings to their art work using prior knowledge as well as a knowledge organiser.

Make cross curricula links in many subjects including Godley Play in RE. Also to provide a curriculum that celebrates art from a range of cultures and eras.



### **Implementation — How we will achieve our aims...**

#### Consistent & systematic approach

Following an adapted version of the Suffolk arts scheme ensures that there is a consistent and systematic approach taken towards teaching art, but also ensures the children are building upon previous learning that has taken place. Art is timetabled half termly and ensures all areas and skills of the National Curriculum are taught across Key Stages.

#### Strong teaching

The teaching and implementation of the Art and Design Curriculum at Sacred Heart Catholic Primary School is based on the National Curriculum and supported by an adapted version of the Suffolk Arts scheme. This ensures children learn all skills as well as providing the appropriate opportunities for progression from EYFS to year 6. Children study a range of artists to enhance the children's learning. The children's learning is further enhanced by whole school enrichment days where children have the opportunity to create artworks that are linked to other areas of the curriculum, i.e. Spanish Day. Such opportunities enable staff to see the progression of skills across the school.

#### Vocab and Retrieval

For each unit children will have a knowledge organiser provided to them, which will then be referred back to at the end of each lesson. There will be opportunities built into each session for the children to 'retrieve' their prior knowledge, so they can apply it to their new learning.

#### Enrichment

At Sacred Heart we understand that learning is not just within the classroom. In KS1 and KS2, children have the opportunity to join the weekly arts club which is run by an experienced parent. In school time, children have opportunities to visit art exhibitions and galleries.












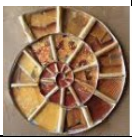










## **Impact — How we will know we have been successful...**

### Impact

Our Art and Design curriculum is well thought out and planned to demonstrate progression. Members of staff receive appropriate CPD from outside agencies as well as subject leader supporting teachers to deliver a high quality curriculum focusing on skills and progression set out within the National Curriculum.

We focus on monitoring the progression of generating ideas, artistic skills, knowledge of artists and artistic vocabulary and evaluation. We measure the impact of our curriculum and teaching and learning through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught;
- Recapping and building on prior knowledge each unit/lesson;
- Making observations of the children's practical learning;
- The subject leader, interviews the pupils about their learning (pupil voice).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec		Jackson Pollock 		Giuseppe Arcimboldo 		Van Gogh 
Year 1	Nature Sculptures (Andy Goldsworthy) 			Plants & Flowers (Georgia O'Keeffe) 		Landscapes (Hockney & Van Gogh) 
Year 2	Clay (Henry Moore & Anthony Gormley) 		Picasso Portraits (Romauld Hazume) 		Sayed Haider Raza (link to Concentric Circles) 	
Year 3	Cave Painting 		Fossil Sculpture (Darrell Wakelam) 			Still-life (Cezanne) 
Year 4			'The Great Wave' - Katsushika Hokusai 	Turner Landscapes 	Soukari-Douglas Camp Sculptures 	
Year 5	Optical Art—Hundertwasser 		Liquid Crystal Environment—Gustav Metzger 		Graphic Design—Bauhaus 	
Year 6		Frida Kahlo - Self-portraits 		Greek Pots 		Impressionism (link to Abade Glover) 

## NC—EXPRESSIVE ART AND DESIGN

### EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## ELG—Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### Physical Development

#### DEVELOPMENT MATTERS

Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes.
- Begin to show accuracy and care when drawing.

### The Natural World

#### DEVELOPMENT MATTERS

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



The national curriculum for art (2014) aims to ensure that all pupils:

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