

Clarice Cliff Guide to Art

Intent - The Why

'...every act of creativity or creative action – any impulse to make a mark, is potentially important in creating the next generation of innovative, creative producers.' (S. Ceccarelli, 2018)

Our art curriculum is based on this philosophy; providing children with as many practical opportunities as possible to express their creativity while progressively building up the essential skills needed to confidently express their imagination. The foundation of our art curriculum provides a balance of key skills, with pupils practising and refining their drawing skills through their Art book journey whilst combining elements of printmaking, painting, working in 3-D and exploring textures and collage. Each of our art topics is carefully planned to inspire our pupil's curiosity with an open-ended enquiry question that encourages them to explore art through a combination of skills and imagination. In order to make meaningful connections across pupils' learning, where possible, each art topic is linked closely to an area of the curriculum they are exploring.

The importance and celebration of a range of diverse artists is well embedded within our Art curriculum with each unit focusing on at least one Artist. These artists range from sculptures, illustrators, painters, set designers, animators, printers and artists who use textile to create their Artwork. Learning about these Artists, appreciating their work and using the four elements of Art to study their Art is an important part of the sequence to engage pupils, allow them to make links and support them when expressing themselves within their own piece of Art.

Implementation – The How (*including how/when we assess)

What do we use to support our curriculum delivery?

- The Art curriculum is based on the units with the 'Access Art' Curriculum. Guiding our pupils' art learning journey are the enquiry questions that each topic begins with. These carefully constructed questions ask children to consider how they can apply the practical art skills they learn to communicate meaning and expression through a final piece of artwork.
- To build the cohesive and progressive development of essential art skills, our curriculum is designed to ensure that basic skills are introduced in EYFS and then built upon across topics and year groups.
- The building of our pupils' practical skills and fostering of creativity is embedded through the use of relevant cross-curricular links. By applying skills within familiar contexts, pupils bring their existing knowledge and own creativity to each project, forming deeper links across their learning.
- Running through our art curriculum is the thread of recognising and celebrating significant artists who have had an impact in the past and present world of art. Through the study of these significant artists, our pupils recognise and learn what it means to be successful and the importance that these figures have played in shaping the artistic world that exists today.

Daily

- Certain year group's Art units centre around another part of the curriculum, for example, an English text or Science unit. Skills could be consolidated, in these sessions as small warm ups to allow children to have some quiet time before new learning.
- Activities can be used to support fine motor skills and strengthen pencil grip.

Weekly

- Weekly whole class lessons.
- Recaps from previous lessons, terms and years are included in lessons.
- Golden times can be used to consolidate skills taught in lessons by applying these skills to an exciting, creative Art activity (Access Art has lots of sketchbook/short activities).

Half termly/Termly

- At the end of every unit (every six weeks) children complete an evaluation based on their piece of Art and a success criteria. This provides a clear overview of what each child can independently achieve.
- Access Art provides staff with short sketching activities that can be used for Golden Times or any other time throughout the week.

Assessment for Learning

- All staff are expected to use assessment for learning in every session.
- During sessions, assessment for learning takes place when staff are working on their skills and appropriate support is given to support their progress.

What this looks like in Early Years

In EYFS, art is taught through the use of Continuous Provision rather than discrete lessons as in Year 1-6. The most relevant statements for art are taken from the following areas of learning:

* Physical Development

* Expressive Arts and Design

In Co-op Academy Clarice Cliff, art in EYFS might look like this:

- Children have daily access to a range of media and collage materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, pastels etc. in continuous provision
- Adults model different techniques such as drawing, painting, printing, collage etc which the children can then practise independently.
- Opportunities in continuous provision include access to the playdough area, mark-making area, construction, small world, funky fingers.
- Other enhancements based on children's interests or a planned theme provide further opportunities for children to embed, develop and use their art skills.
- Evidence is recorded in learning journals on Class Dojo and captured on displays, some creations are captured in pictures in the topic floor book.
- Learning focus lessons include links with art (through EAD) and some tasks will be adult-led to support developments of particular creative skills.

Where will you see and find evidence of our learning?

- Weekly Art teaching across Year 1-6, usually taking place in the afternoon. This is the first half term of every term.
- The Art units cycle will be shown in their Artbooks, showing the Art Study, a build up of skills taught, a final piece and an evaluation.
- Art will be displayed in classrooms on the working wall, showing what the children have been working hard to produce.
- Work is also shared on Class Dojo with parents.
- Weekly timetables.
- An Art Gallery is on display in the corridor leading into the hall to showcase the work that has been completed across the school

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary history involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our history teaching ensures pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

Subject challenges for SEND	Provision for SEND
Interpretation of artists' work	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Real objects relating to the particular aspect of art are used (where appropriate) so pupils can see, touch, feel and smell and use this to support interpretations
Sequencing of physical art task (knowing which steps to complete first).	Digital images/recordings can be used to capture/ display step-by-step processes which pupils can refer back to during the lesson. Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment. Additional scaffolding can be given to support processing of techniques, e.g. hand over hand to support fine motor skills. Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.
Understanding of subject specific vocabulary.	Subject specific vocabulary and definitions are covered at the beginning of every lesson. Dual coded word banks used to demonstrate the meaning of a word in a art context.
Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format, enabling children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question - stop and jot to pose a question and pause for thinking time, write down ideas then share.
EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding.
Producing independent	Real objects are used to develop their sense of choice and

pieces of art work

independence.

Sketchbooks are used to enable pupils to refer back to their prior learning.

Pupils art and design work are displayed to enhance pupil sense of achievement.

Reference back to EYFS fine motor skills progression document to support this area.

Greater Depth

Our curriculum design ensures that pupils' knowledge and skills are mapped progressively to become more refined as children progress throughout the curriculum. End points for each year group are clear within progression documentation. As pupils' understanding of fundamental skills becomes secure, they can begin to make personalised adaptations, improvements and recommendations of their final piece/performance/product and apply these independently. Through progressive evaluation pupils are equipped with the knowledge and language to support their ability to evaluate based on design criteria or genre as appropriate.

Impact – The So What

At the end of their art learning journey, pupils will have built a wide variety of knowledge and skills across all elements of art and have the confidence to apply these skills to a final piece of work that communicates their creativity and imagination. They will explore famous artists from different cultures and art movements and have an understanding of the achievements these figures have accomplished and the journey that led to their success. Our pupils will be able to reflect upon their responses to each topic question, explaining how their range of skills can be combined with their creativity to express themselves in a variety of different art mediums. Pupils' work will represent their ability to communicate their knowledge and understanding through discussions about the artistic process they have explored to produce a final piece and through conversations about their Art work. They will be proud of the high quality pieces of work they have produced and recognise how their journey has supported the creative process of each piece.

Cultural Capital and Enrichment

- The Access Art programme sets high expectations for all pupils.
- The Art curriculum exposes children to a range of diverse Artists from around the world as well as local artists.
- KS2 takes part in career days where Artists are invited to discuss their career. This supports in raising aspirations.
- The Art curriculum will expose children to different art forms and styles from around the world to expand their creativity.
- Children will be given cultural experiences when visiting different museums and galleries to see artwork displayed.
- Annually, groups of children across the school take part in workshops for the Pig Parade. They work alongside urban wilderness to create colourful costumes that they are then able to showcase while walking in the parade.