



Stanton Bridge Primary School

Art the Stanton Bridge Primary Curriculum

Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context – past, present and future – are factored in. The past – family influences, social experience and how that may contribute to their new experiences. The present – school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future – in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.
(Relationships, Equality, Care, Thinking Flexibly and Listening)

Character	Our pupil are taught to learning with a sense of honesty , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to respect the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
Competence	Pupils will have high aspiration for learning, demonstrate confidence in key concepts learned, use subject specific vocabulary, working both independently and interconnected dependent on task set.
Connectedness	Pupils will work in harmony with others, within familiar and unfamiliar surroundings.



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Implementation:

Pedagogy: The understanding of how concepts are taught.

Pedagogy is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

Core concepts

Core Concepts in Art			
Communication Explaining the thoughts and ideas behind concepts of artwork created from an artists' perspective. Evaluate artwork through enriched vocabulary.	Imagination Through inspiration from historical and modern artists', they would create their own interpretation from exploring known and unknown pieces of art.	Critical eye Evaluate details using topic specific vocabulary when observing pieces of art. Understanding perspective and relationships of the artists and artwork they have created.	Creativity Confidence to take risks when creating unique, personalised artwork in the style of the artists studied.
Collaboration Working creatively when in groups when discussing, sharing and utilising ideas to create their designs.		Experimentation Building on creativity, children will have the opportunity to explore different styles and approaches throughout their learning.	

Art Delivery:

Lesson timings	Type of delivery
Lesson are weekly for 50 mins per lesson. Art is taught in half termly blocks. Children are taught 3 half termly blocks per year.	Art lessons are predominantly discrete to enable focus on the core concepts of Art although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.



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Art Planning:

Lesson Structure

Lesson Structure	Notes
1. Starter	Key skills focussed.
2. Review	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of low-stake quizzes.
3. Learning Intention Learning Outcomes Vocabulary	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
4. Main Teach	Didactic teaching of the key concepts.
5. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
6. Shared Model	Pupil input using directed questions.
7. Independent	White board work and teachers check through questioning and observation.
8. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
9. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.



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Annual Organisation

Year Group	Autumn	Spring	Summer
Nursery	Topic: All About Me / Let's Celebrate	Topic: Animals/ Growing	Topic: People who help us/ Journeys
Reception			Topic: Food Glorious Food/ Past and Present
Year 1	Topic: Globetrotters Art Unit: Drawing – Charlie Makesy	Topic: Up, Up and Away Art Unit: Sculpture – Barbara Hepworth	Topic: Hats, & Shades, Buckets & Spades Art Unit: Collage – Bisa Butler
Year 2	Topic: Globetrotters Art Unit: Drawing – Henri Matisse	Topic: Sparks will Fly Art Unit: Painting – Mondrian, Yves Klein, O'Keeffe and Jan Griffier	Topic: MasterChef Art Unit: Printing – Picasso
Year 3	Topic: Globetrotters Art Unit: Collage – Zaha Hadid	Topic: Mythical Museum Art Unit: Textiles – Ancient Greek Pottery	Topic: Dinosauria Art Unit: Painting – Kisten Kurtz – Volcanoes and Earthquakes
Year 4	Topic: Globetrotters Art Unit: Sculpting – Alfred Janniot	Topic: The Marauders Art Unit: Screen printing – Richard Widhu	Topic: Volts & Bolts Art Unit: Textiles – Anne Albers
Year 5	Topic: Globetrotters Art Unit: Painting – Monet	Topic: Infinity and Beyond Art Unit: Drawing – Vincent Van Gogh	Topic: Castle Attack! Art Unit: Multi-coloured printing – Banksy and Andy Warhol
Year 6	Topic: Globetrotters Art Unit: Sculpting – African mask	Topic: Tomb Raiders Art Unit: Ancient Egyptian tomb paintings – Collage	Art Unit: World War II – Textiles – Tom Daley



Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Art in the tables on the following pages. To determine this, we will check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment pieces of artwork, teacher discussion and observation. Pupils are assessed against the core concepts, which is then recorded on DC Pro.



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Progression Points against the Core Concepts.

Core Concept	EYFS	KSI	LKS2	UKS2
Communication	Communicate how/what/why they created their artwork connected to the theme.	Identify shapes within artwork. Communicate how/what/why they have created their artwork. Explain the relationship of colours.	Identify various geometric shapes within artwork. Communicate how/what/why they have created their artwork. Explain the relationship of colours. Explain meaning behind the imagery.	Communicate how/what/why they have created their artwork. Explain the relationship of colours. Impact of colours reflecting tones/moods/emotions. Explain the mediums and techniques used. Explain the reasonings behind specific details in artwork.
Imagination	Using a range of mediums to portray their own interpretation (tissue paper, playdough, painting, etc).	Using other artists' work to create their own interpretation. Recognise the style artists' have used.	Using other artists' work to create their own interpretation. Recognise the style artists' have used. Use ideas from artwork to create own representation.	Using other artists' work to create their own interpretation. Recognise the style artists' have used. Use ideas from artwork to create own representation.
Critical Eye	Understanding the use of different mediums and applying appropriate techniques to portray artwork.	Use of key vocabulary when discussing and evaluating artworks. Understand relationships and perspective in the art.	Use of key vocabulary when discussing and evaluating artworks. Understand relationships and perspective in the art.	Use of key vocabulary when discussing and evaluating artworks. Understand relationships and perspective in the art. Evaluate their own and peers' artwork using topic specific vocabulary.
Creativity	Take risks when choosing colours and different mediums. Develop an understanding in the process of designing and creating own artwork.	Using style of other artists to create their own interpretation. Take risks when choosing colours and different mediums.	Using style of other artists to create their own interpretation. Take risks when choosing colours and different mediums. Understand how techniques can be changed to show positive and negative. Using this knowledge to carefully select how artwork is presented.	Using style of other artists to create their own interpretation. Take risks when choosing colours and different mediums. Understand how techniques can be changed to show positive and negative. Using this knowledge to carefully select how artwork is presented.
Collaboration	Create collaboratively, sharing ideas, resources and skills.	Discuss and share ideas of artwork.	Work creatively and collaboratively to design and plan for a building in the style of Zaha Hadid.	Discuss and share ideas of artwork. Presenting and evaluating artwork.



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Experimentation	Develop an understanding of different textures, materials and techniques. Selecting materials with a purpose in mind.	Using artists as inspiration to make creations.	Using artists as inspiration to make creations. Explore colour relationships.	Using artists as inspiration to make creations. Through exploring the colour relationships prior, children will know and understand the affects they have on the artwork.
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