

## Curriculum Intent, Implementation and Impact – EXPERT ART

*The Art Curriculum is designed to inspire pupils to see art as a means of communication and have the knowledge, skills and language to be an EXPERT ARTIST.*

### **Our Community:**

*Children at Keresley Newland are individuals and come from a range of social backgrounds, with a narrow knowledge of the art world on entry. Vocabulary is typically limited, and children lack the vocabulary required to describe and respond to art, including their own. They enjoy school, and some are keen to share their achievements. The typical learner spends much of their time on technology, keeping up with their peers playing the latest games; and also spending free time playing outside with their friends, and therefore has limited experiences of art, galleries and exhibitions. Children sometimes lack resilience as learners, and this applies to creativity within art as children often give up if their work does not meet their intention.*

### **Curriculum Intent:**

*Keresley Newland aims for children to have a wide vocabulary to express their views on art, artists and works of art, and to read about art and artists with interest. Children develop confidence to experiment and invent their own works of art, seeing themselves as EXPERT artists. Art is taught within the context of a theme for learning, to enable children to see links between knowledge; and build their own understanding of connected learning. This helps children to see learning as part of life. Children will be given every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history, expanding their horizons. Children will know that their contribution to Art is important, and that art is personal to the individual. We aim for children to create, experience, and participate in the world of arts and culture; and develop the knowledge, skills and language to immerse themselves in art in a way that is authentic and takes them on journeys beyond their life, experience and community.*

### **Curriculum Implementation:**

*The EXPERT Art curriculum is taught through units which complement the story theme, helping children to solve learning challenges becoming invested in their learning. Enrichment activities form part of the EXPERT Art. Art lessons develop key art knowledge and skills, whilst supporting language, reading and vocabulary acquisition. Creativity and independent thinking are embedded into themes, supporting children in making their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil, personal and they can gain confidence with their ability of art. This supports children in having a deep understanding of who they are as a learner in the context of Art; and supports them in being part of the Art world and brings Art into their own community.*

**Intended Impact:**

*The Art curriculum is designed for children to gain a joy of art and understand its importance and how they can contribute to the Art world. Children gain a rich vocabulary and breadth of knowledge, opening their minds to new worlds and horizons. Children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. 'A picture speaks a thousand words', this allows the children to express themselves through the eye of art. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve, supporting them in their understanding of Language and themselves as a learner and Artist.*

*The expected impact is that 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.*
- *Evaluate and analyse creative works using subject-specific language.*
- *Know about great artists and the historical and cultural development of their art.*
- *Meet the end of key stage expectations outlined in the National curriculum for Art and design.*
- *Find ways of expressing art through different materials.*





<b>Keresley Curriculum Community to Impact EXPERT ART</b>			
	<b>Language:</b>	<b>Learning:</b>	<b>Lives:</b>
<b>Community</b>	<p>Children at Keresley Newland are individuals and come from a range of social backgrounds, with a narrow knowledge of the art world on entry.</p> <p>Vocabulary is typically limited, and children lack the vocabulary required to describe and respond to art, including their own.</p>	<p>Children sometimes lack resilience as learners, and this applies to creativity within art as children often give up if their work does not meet their intention.</p>	<p>They enjoy school, and some are keen to share their achievements. The typical learner spends much of their time on technology, keeping up with their peers playing the latest games; and also spending free time playing outside with their friends, and therefore has limited experiences of art, galleries, exhibitions and museums.</p>
<b>Aims</b>	<p>Keresley Newland aims for children to have a wide vocabulary to express their views on art, artists and works of art, and to read about art and artists with interest.</p>	<p>Children develop confidence to experiment and invent their own works of art, seeing themselves as EXPERT artists. Art is taught within the context of a theme for learning, to enable children to see links between knowledge; and build their own understanding of connected learning. This helps children to see learning as part of life.</p>	<p>Children will be given every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history, expanding their horizons.</p> <p>Children will know that their contribution to Art is important, and that art is personal to the individual.</p> <p>We aim for children to create, experience, and participate in the world of arts and culture; and develop the knowledge, skills and language to immerse themselves in art in a way that is authentic and takes them on journeys beyond their life, experience and community.</p> <p>Give the children the opportunities within school to experience trips to nearby art places - galleries, museums, theatres.</p>

Language, Learning, Lives

<p><b>Strategies</b></p>	<p><i>The EXPERT Art curriculum is taught through units which complement the story theme, helping children to solve learning challenges becoming invested in their learning. Art lessons develop key art knowledge and skills, whilst supporting language, reading and vocabulary acquisition.</i></p>	<p><i>Creativity and independent thinking are embedded into themes, supporting children in making their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.</i></p>	<p><i>Enrichment activities form part of the EXPERT Art. Children have a deep understanding of who they are as a learner in the context of Art; and supports them in being part of the Art world and brings Art into their own community.</i></p>
--------------------------	--	--	---

Impact	<p><i>Children gain a rich vocabulary and breadth of knowledge, opening their minds to new worlds and horizons.</i></p> <p><i>Children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.</i></p> <p><i>The expected impact is that children will:</i></p> <ul style="list-style-type: none"> <li><i>• Evaluate and analyse creative works using subject-specific language.</i></li> <li><i>• Know about great artists and the historical and cultural development of their art.</i></li> </ul>	<p><i>By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve, supporting them in their understanding of Language and themselves as a learner and Artist.</i></p> <p><i>The expected impact is that children will:</i></p> <ul style="list-style-type: none"> <li><i>• Produce creative work, exploring and recording their ideas and experiences.</i></li> <li><i>• Be proficient in drawing, painting, sculpture and other art, craft and design techniques.</i></li> <li><i>• Meet the end of key stage expectations outlined in the National curriculum for Art and design.</i></li> </ul>	<p><i>The Art curriculum is designed for children to gain a joy of art and understand its importance and how they can contribute to the Art world. The expected impact is that children will:</i></p> <ul style="list-style-type: none"> <li><i>• Know about great artists and the historical and cultural development of their art - having an artist of the month, where we focus on their art work and who they are as a person.</i></li> </ul>
--------	---	--	--

**THERE IS A HIGH COMMITMENT TO THE SCHOOL FROM CHILDREN, FAMILIES AND THE COMMUNITY**

## LEARNING

**Expert Subject: Art**

Art, craft and design embody some of the highest forms of human creativity. (National Curriculum 2014)

Art is a creative subject discipline which is a way of communicating ideas, hope and emotions. In the words of Edgar Degas, "Art is not what you see, but what you make others see."

Purpose of Study: NATIONAL CURRICULUM

National Curriculum	
EYFS	<p>Expressive Arts and Design</p> <p>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.</p> <p>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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
KS1	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p>KS2</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>

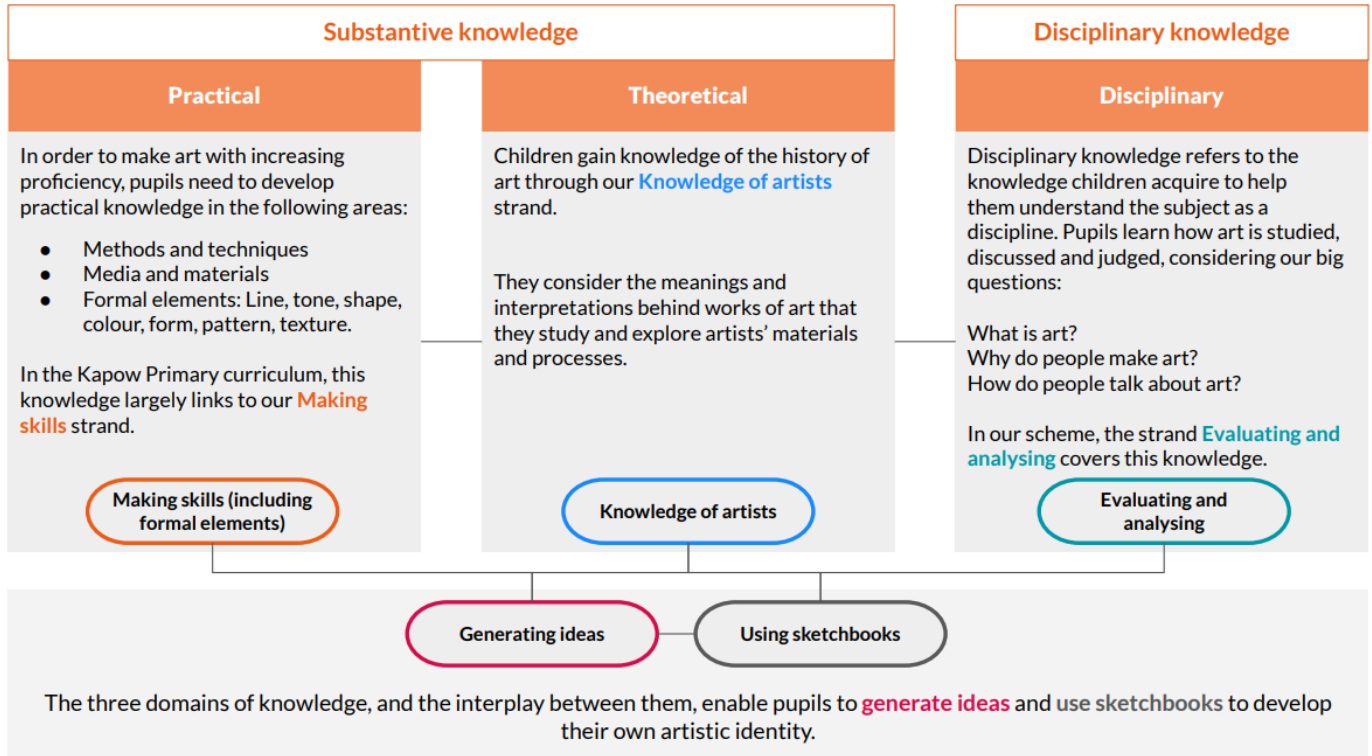
Art combines both Substantive and Disciplinary Knowledge, and a general definition of these is as follows:

**Substantive knowledge** is the specific, factual content for the subjects, which must be connected into a careful sequence. **Disciplinary knowledge** is best described as the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge.

**Substantive and disciplinary knowledge in Art:**

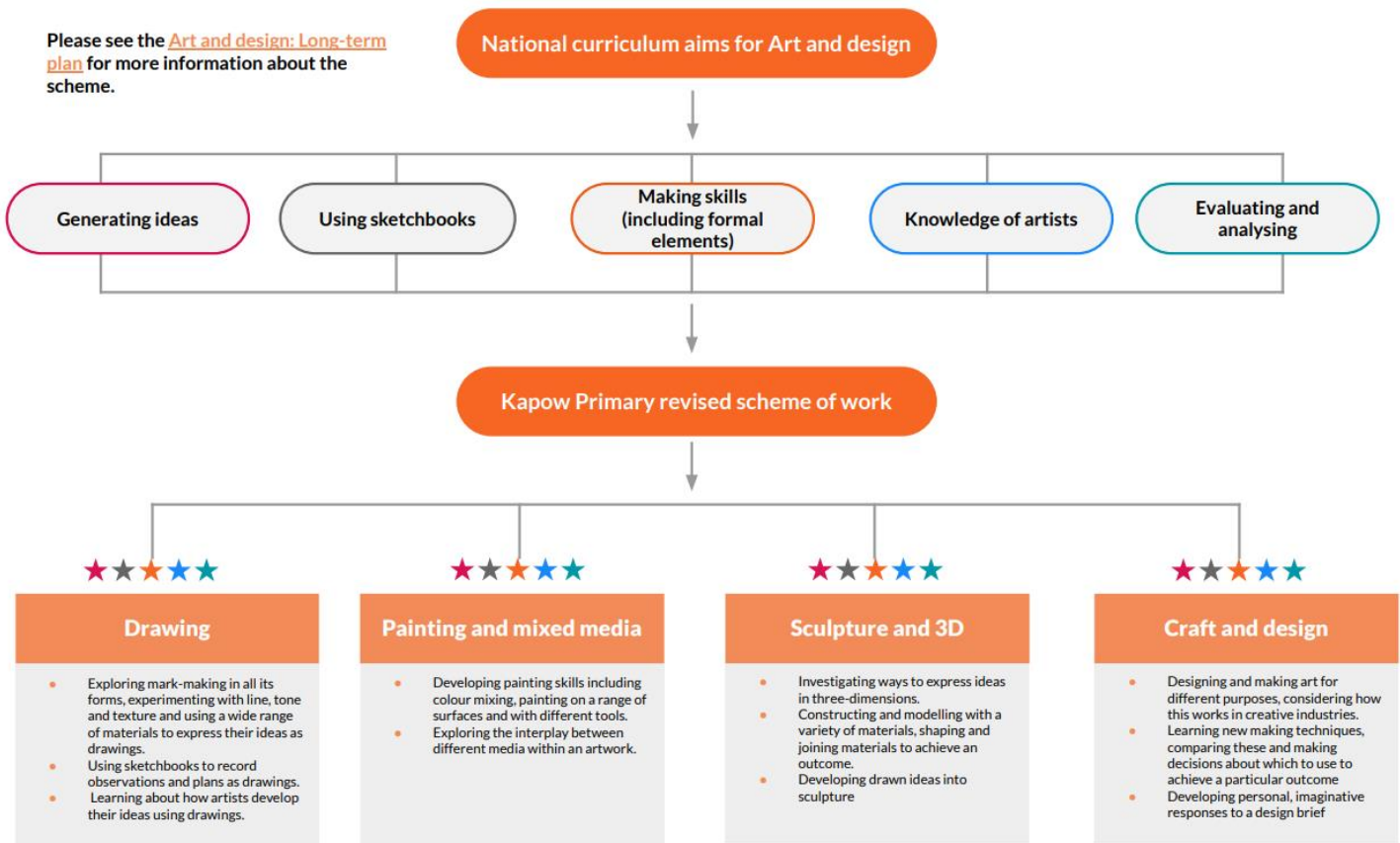
## Types of knowledge in Art and design

The [Ofsted research review series: Art and design](#), states that ‘pupils make progress in the art curriculum when they build practical, theoretical and disciplinary knowledge and learn the connections between them.’ This page aims to show how the Kapow curriculum and our strands achieve this.



The Art Curriculum:

## How is the revised Art and design scheme of work organised?



### Assessment in Art:

Assessment in art is carried out through continuous assessment for learning through monitoring individual's progress against the year expectations within a unit of learning.

There are clear descriptions plus examples of work at the expected standard and greater depth. Teachers assess against these descriptors for each theme for learning. The long-term memory is engaged through quizzes recalling key knowledge.

**Impact:** to be reviewed at the end of each year

2025:

Overview in place and curriculum written and mapped out, with most children being on track for age related expectations. **LEARNING**

4 key art experiences in place to enrich and provide aspirations. **LIVES**

Key vocabulary, reading extracts and high utility words used in Art lessons. **LANGUAGE**

Children can articulate what art is. **LEARNING**

Quizzes demonstrate and increasing knowledge of artists.