

A guide to how we teach Art at St Mary's

How we organise and sequence our Art learning:

We teach activities that match the objectives listed in the National Curriculum's Statutory Requirements for Art. As a school we use the Kapow scheme which covers a range of skills and objectives across each year group.

At St Mary's we want our pupils to develop art and evaluating skills, both now and in the future.

Our Art curriculum comprises of 4 key areas:

- Drawing
- Painting/ mixed media
- Sculpture and 3D
- Craft and design
- All year groups teach Drawing and Painting plus alternating sculpture/craft.

Our Art curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Our detailed long-term overview includes prior knowledge children should know, key vocabulary and key milestones

Art/Design Technology Curriculum Overview

	Structures	Mechanisms	Cooking	Textiles	Electrical Systems		Drawing	Painting/mixed media	Sculpture and 3D	Craft and design
4	Clay modelling Parents Space Bottle Seasonal projects	Seasonal projects Christmas - sliding Santa chimneys	Soup Seasonal projects Summer - Rainbow salad	Seasonal projects Spring - Herring Flowers			Marvellous masks	Paint my world	Design and make clay animal sculptures	
Y1	Constructing a windmill T4	Wearing string book T6 Whisks and cones	Fruit and vegetables (make a smoothie)	Puppets T2			Make your mark	Colour wash (Clarence Cliff and Jasper Jones) T3	Paper pop (structures) T3	Woven wonders (Cecilia Vicuña) T5
Y2	Buffy Bear's Chair T1	Wearing sweater T3	A balanced diet (Healthy Wrap) T5	Pouches			Tell a story (Illustrate a story book) T4	Life in colour (Monna Lisa and Bearden)	Clay houses (Becky Whitbread) T4	Map it out T2
Y3/4	<u>Textiles</u>	Making a string art T6	Adopting a recipe (Smoothie) T4	Fashioning	Digital Word - Mindful Memoirs Timer		Team games T3	Light and dark T5	Make memories (Becky Heworth and Susan Douglas Comp) T4	Fabric of nature (Repeating patterns) Rainforests are a V3 topic
Y5	Bridges	Pop-up book T2	What could be healthier? (Salmon)	Soft toys T4			Speed game T3	Portraits T3	Interactive portfolios (Cui Guo-Qiang)	Architecture (Zaha Hadid, Frank Gehry)
Y6			Eating responsibly T4	Clothes or Egyptian collar T4	14 Electrical Poster		10 Drawing artwork T3	Non-fiction writing T3	Making memories (Create a memory box)	Egyptian scrolls T3

Art lessons:

Art is taught weekly as a discrete lesson, every other term, with three units of learning being completed each academic year. Sometimes, we block several lessons together in one day to allow a product to be made efficiently. Links are made to other subjects where appropriate.

Each unit of learning starts with an introduction using a knowledge organiser which describes the skills as well as key vocabulary needed to complete the unit. The knowledge organiser is stuck into the floorbook or children's Art book.

Lessons start with a recap of previous learning and a reminder of how this links to our final outcome.

The main body of the lesson follows the suggested content as set out in the planning within the Kapow scheme of learning. Lessons are adapted based on the individual needs of the children in the class.

Lessons finish with a recap to check understanding of the day's learning.

Work is recorded in individual Art sketch books or photographs taken and shared on Seesaw.

Assessment:

Topics end with an evaluation of their learning and skills. POP task is the end of unit final piece.

Quadrant quiz following the unit of work ensures children are given an opportunity to share and review knowledge acquired.

This is an opportunity for pupils to reflect on their skills and learning within a topic.

Teachers record individual children's learning on the Art Foundation Subjects Art Tracker at the end of each unit of learning.