



All Saints Church of England Primary School  
Wigston Magna

# Subject Leadership



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Art

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# Intent – Vision and Aims

At All Saints, we aim to recognise the importance of art in shaping children's understanding of how the past and present are interconnected, as well as, to build pupils' knowledge and understanding of the world. Art at All Saints equips children with skills in collecting and analysing information, as well as thinking critically, developing judgement and weighing evidence.

At All Saints Church of England Primary School, in conjunction with the aims of the National Curriculum, our art teaching offers opportunities for children to:

- Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world of art.
- Know and understand significant aspects of the art of the wider world.
- Understand concepts such as continuity and change, cause and consequence, similarity, difference and significance in the world of art.

At All Saints Church of England Primary School, we commit ourselves to providing quality first teaching in art and creating a love of learning for this subject. We strive for our children to be equipped with both the technical skills and historical knowledge of art required to understand the uses and implications of this subject, today and for the future.

## Supporting your child with art:

The biggest support you can provide for your child is to take an active interest in what your child is learning about in class and to encourage them to ask questions about what is happening in the world. Some ideas for this are:

- encourage your child to explain their learning to you
- keep asking them why something is as it is e.g. why is there a sculpture there? Or who do you think the artwork represents?
- research areas of art together; help them to formulate questions
- visit your local galleries in your area or beyond and look for aspects of historical artists, artwork or (e.g. statues, landmarks and monuments, plaques, old/new buildings)
- talk about different events and art galleries such as The Tate and The Turner Prize.
- search the internet with your child to learn together about art around the world, its people, history and famous creations throughout history; there are a few useful websites below.

## Art Websites

*Please ensure your child is safe on-line.*

Art:

<https://www.tate.org.uk/visit/tate-modern>

<https://www.tate.org.uk/>

<https://www.saatchigallery.com/>

<https://www.phoenix.org.uk/>

<http://parked.cankstreetgallery.co.uk/>

<https://www.leicestermuseums.org/>

# National Curriculum Coverage and Rationale

This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist. Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting). The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking, photography and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art). The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art.

Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6. The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to our culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle-ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to

## General Aims of the National Curriculum for KS1 and KS2

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

## KS1 Aims

Use a range of materials creatively to design and make products
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Learn 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

## KS2 Aims

Develop their techniques, including their control and their use of materials, with creativity and experimentation
Develop an increasing awareness of different kinds of art, craft and design
Create sketch books to record their observations and use them to review and revisit ideas
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
Learn about great artists, architects and designers in history.



# Topic Cycle:

 <b>Arts</b> PKC	<b>Curriculum Map</b>	
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 1</b>	Colour	Line	Architecture	Style in Art/Narrative Art	Paintings of Children	Sculpture
<b>Year 2</b>	Colour and Shape	Colour, Shape, and Texture	Portraits and Self Portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
<b>Year 3</b>	Line	Still Life and Form	Art of Ancient Egypt	Anglo Saxon Art	Architecture	Modern Architecture
<b>Year 4</b>	Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Needlework, Embroidery, and Weaving
<b>Year 5</b>	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and Ceramics	Print Making	History of Photography
<b>Year 6</b>	Art in the Italian Renaissance	Renaissance Architecture and Sculpture	Victorian Art and Architecture	William Morris	Impressionism and Post-Impressionism	Art in the 20 <sup>th</sup> Century – Modernism and Beyond

## Art in the Early Years:

Expressive Arts and Design						
Creating with Materials	Exploring colour. Painting with primary colours.	Colour and the seasons.	Exploring line.	Exploring what we can see in the world around us.	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.	People in art. Looking at Degas' ballerinas.
	Mixing secondary colours.	Exploring which colours show us different seasons.	Taking a line for a walk.	Studying how Van Gogh used different marks to draw still life.		
A study of Miro.	A study of Miro.	A study of Pissarro's season paintings.	Creating drip paintings like Jackson Pollock.	Looking at Lowry and drawing our own houses and "matchstick" people.	Fashion: experimenting with fabric to design a suitable piece of sports wear	Practising drawing people. Creating clay sculptures of "Miro-like" people.
	Painting: portraits	Cutting: snowflake design	Creating pictures like Hundertwasser using spirals and curved lines.	Using the architecture of Hundertwasser to inspire us to draw imaginary houses.		
Puppets: Chinese New Year			Puppets: Chinese New Year	Design: making a boat that floats and another vehicle that moves with wheels		
				Create: Easter bonnets		
Being imaginative and expressive	Rhythm, Pulse and Sound	Singing in a group (Christmas Performances)	Bloom app on iPad to create repeating patterns of music.	Playing with Sounds: Singing Games including call and response.	Instrumental Activities	Instrumental activities: Composition: using percussion instruments
	Composer: Wolfgang Amadeus Mozart, <i>Allegro</i> from <i>A Little Night Music</i> .	Composer: Sergei Prokofiev, <i>Peter and the Wolf</i>	Listening to and responding to Holst's <i>Planet Suite</i>	Composer: Englebert Humperdinck, <i>Hansel and Gretel</i>		
Art/Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hundertwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer

# Implementation

## **Depth**

After focusing on understanding the past and present art in EYFS, key artist concepts and key vocabulary is introduced and consolidated over the following years in KS1 and KS2. This enables children to develop a chronologically secure knowledge and understanding of local, British and world art, establishing clear narratives within and across the periods they study. Children are explicitly taught about different periods of art and note connections, contrasts and trends over time, developing the appropriate use of artistic terms. Children also regularly address and sometimes devise valid questions about change, cause, similarity and difference, and significance in art and artists. They are taught to construct informed responses that involve thoughtful selection and organisation of relevant information. They should understand how our knowledge of the history of art is constructed from a range of sources.

As subject leader, I regularly attend art-based curriculum training or undertake selected reading, ensuring my practice is up to date and innovative. This along with my background and degree in visual communication supports a secure understanding and knowledge of the subject. Other members of staff, that are required to deliver art lessons, have the opportunity to receive regular updates and engage in professional discussion, ensuring their own subject knowledge and confidence is maintained. Planning is closely linked to the National Curriculum programme of study and designed to ensure children not only meet the end of KS2 targets but feel confident to proceed to KS3.

## **Breadth**

Individual and sequences of lessons are planned to ensure that there are opportunities to build on prior knowledge and develop understanding of artistic concepts. Whilst unit specific vocabulary is introduced half termly, key language and concepts are revisited frequently throughout the topics to ensure knowledge is secure.

Our lessons are based on content from the Primary Knowledge Curriculum and delivered in a variety of ways;

- Whole class games, quizzes, fill in the gaps
- Role play
- Listening reports and information (video clips)
- Discussing articles and texts about art and other sources
- Handling art – sculptures, pictures and photos
- Songs and rhymes
- Trips and visits

Through our curriculum we aim to introduce children to the possibilities and power of knowledge in art and artists, how this can inform and shape our future.

## **Balance**

At All Saints Church of England Primary School, we commit ourselves to providing quality first teaching in art and creating a love of learning for this subject. We strive for our children to be equipped with the historical knowledge required to understand the uses and implications of these subjects, today and for the future.

In conjunction with the aims of the National Curriculum, our teaching of art offers opportunities for children to:

- Know and understand how people's art have shaped this nation and how Britain has influenced and been influenced by the wider world of art and artists past and present.
- Know and understand significant aspects of art and artist of the wider world.
- Understand concepts such as continuity and change, cause and consequence, similarity, difference and significance.

## **Inclusion**

Every pupil at All Saints Primary receives art lessons. Teaching material is delivered in a variety of ways to meet the needs of all pupils and the cumulative nature of our curriculum ensures that no child is disadvantaged.

For example;

- Children with SEND, including those attending footsteps receive lessons which match their learning styles.
- Late entrants may have less exposure to topic specific vocabulary but key skills are revisited in every unit to ensure all children succeed.
- Assessment is tailored to children's strengths to ensure children can demonstrate their knowledge and understanding in a variety of ways.

## **Assessment**

After each unit (half termly), teachers assess children's learning and pupils are asked to comment on how confident they feel about what they have learnt. Children will also demonstrate their knowledge and understanding through a summary assessment task. This could be recorded more formally in methods such as essays or presentations or take a different form e.g. create a montage showing your knowledge. Each term teachers make a summative judgement on the children's learning and understanding against year group expectations. This data allows us to see who needs further support in their art lessons. At the end of each year, children are also assessed against National Curriculum Attainment Targets. These assessments/data form part of our continual plan-do-review cycle and commitment to providing the highest quality teaching and learning of art possible.

All art lessons include formative assessment for learning which informs planning. Children also complete a short end of unit assessment at the end of each half term and progress is officially recorded three times a year, using Target Tracker. Target Tracker allows us to plot children's development against learning statements which have been broken down into sequential steps and organised by year group.

By the end of their time at All Saints Primary school, pupils should be able to:

1. Develop a chronologically secure knowledge and understanding of British, local and world art and artists, establishing clear narratives within and across their studies.
2. Note connections, contrasts and trends over time and develop the appropriate use of artistic terms.
3. Regularly address and sometimes devise valid questions about change, cause, similarity and difference, and significance in art.

4. Construct informed responses that involve thoughtful selection and organisation of relevant information. They should understand how our knowledge of art and artists is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world of art and artists outlined below, teachers should combine overview and in-depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Painting, Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour  
  
Colour and shape, Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes.
- line, Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines.
- Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments show Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column.
- Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.
- History of Photography Photographers: Dorothea Lange, Jason Evans, Peter Keetman, Aaron Siskind Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography
- Impressionism and Post- Impressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin)



## **Provision**

In order to ensure that our art provision continues to be of the highest possible quality, the subject leader is committed to continually developing, monitoring, evaluating and improving provision. This is done through:

- staff, pupil and parent voice surveys.
- Visits to other art leads to discuss, observe and share good practice.
- Keeping up to date with new initiatives and attending training courses.
- Observing children and analysing assessment/performance data trends.
- Annual action plan which is matched to the outcomes of all of the above and tailored to the needs of our children.

## **Purpose**

Our art curriculum provides meaningful and purposeful learning through a wide range of experiences;

- Art lead visits to observe lessons, look at pupil books, talk to pupils etc
- Meet ups with other schools in Leicestershire
- Opportunities for children to share their learning and work with other year groups
- Transition work with KS3 teachers
- Art based trips and visits

We incorporate spiritual, moral, social and cultural development through;

- Learning and acceptance of other cultures
- Socialising with children from other schools within the county
- Building social capital and the motivation to travel and try new things
- Opportunities to experience trips and visits