

Art



Where it begins

In EYFS, pupils use 'expressive arts and design' to express their learning and interests. They learn to share their emotions, use different textures, draw elements they have observed and mix colours. They learn that art is a way to express themselves and begin to learn about artists.



Hands-on learning

As part of continuous provision, pupils have access to art supplies with challenges linked to their current learning as well as the opportunity to freely choose and describe what they have created. Teachers model and guide pupils but balance this with allowing pupils to choose their own expressions.



Reading and vocabulary

Reading and vocabulary are key to Art learning. Pupils learn the elements of art and the vocabulary related to them and revisit these throughout their curriculum. Pupils learn about artistic styles, eras and artists through reading.



Well-sequenced lessons

Teachers plan well-sequenced lessons with the support of knowledge organisers which provide guidance for the order and content of lessons. Key knowledge is outlined and CPD opportunities are provided. Subject leaders attend MAT training and disseminate to staff during staff meetings.



Inclusivity

Art should be accessible to all! Our Art curriculum encourages all pupils to express themselves and learn new skills. Scaffolding supports pupils to achieve excellent outcomes in art. Pupil work is displayed proudly around our school.

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Cross curricular links

Reading and writing helps us to unlock and showcase understanding. Maths helps us to be accurate when the artistic style allows. History provides us with contextual information helping us to understand how certain artistic styles came to be. We link our learning to Geography when we consider where artists came from or where their influence spans.



Cultural Capital

Leaders have created a cultural capital map for teachers to follow. This provides experiences linked deliberately to Art units to broaden our understanding and experience. In Art, these include virtual visits to galleries such as the Tate modern and AR tours of famous art studios.



Disciplinary knowledge

Pupils at Haughton St. Giles learn **how** to be an artist. The elements of art are incorporated across our curriculum and each lesson, they are discussed. They can be seen displayed in our art studio and teachers use them in their teaching. Some examples include learning how to appreciate art, how to shade or how to add texture.



Substantive knowledge

Guided by the National Curriculum, subject leaders have created a two-year rolling programme which is both progressive and challenging to support our mixed-age school. Our Art curriculum covers a wide range of artistic styles, famous, diverse artists and cultures.



Assessment

Teachers assess throughout topics and not just at the end. They balance assessment of substantive and disciplinary knowledge. Quizzes help to keep assessment engaging for pupils. Feedback is given on artistic pieces. Additionally, teachers assess how pupils use the elements of art in their work and explanations.