

# Art

Edmund Waller  
Curriculum

Intent  
Implementation  
Impact



**Know, Explore, Communicate**

# Intent

## Vision

- **Humanity** – In art, all pupils have the opportunity to take part in high quality sessions and their prior skills are respected and built upon. We focus on a range of artists which represent both our local community as well as the wider world and it's range of cultures and heritages.
- **Creativity** – In art lessons we endeavour to create an environment where children have the skills to think creatively, take risks and express themselves. Children are encouraged to create artwork which communicates their ideas to others. Children work collaboratively to problem solve and create large scale works.
- **Ambition**- We have high expectations for all our children during art lessons. We ensure there is equitable access to teaching and opportunities for all learners. All lessons build upon previously learned skills to ensure that children are always seeking to improve and develop their art skills and knowledge.

## Drivers

Art topics link to our school drivers of London and beyond; social justice; sustainable future

## Themes

Art topics link to our school curriculum themes of empire, trade, conflict, migration, childhood, settlement, legacy, belief

# Intent

Children are taught through discrete art lessons which are thematically linked to other aspects of the curriculum. This ensures that children understand the purpose and context of art, craft and design in the wider world. Children are given equal access to knowledge, learning and experience: so that all children are given the cultural capital to reach their full potential within our school and the wider world.

Through these sessions; children are engaged, inspired and challenged to develop their knowledge and skills. They create their own works of art, craft and design through a process of sustained thinking and development. As pupils progress through school, they are given the opportunity to deepen their knowledge and understanding through rigorous teaching of art history alongside skills and experiential learning.

All children leave school able to produce creative work, exploring ideas and recording their process; they become proficient in using a range of art, craft and design techniques; they are able to evaluate and analyse creative works using appropriate language; they know about artists, makers and designers and understand the historical and cultural development of their art forms.

# Implementation

## **Planning**

- **Declarative** – What are the key facts that children should know?

*We are learning about ...*

**Children learn about key artists and art history. They make links to other aspects of the curriculum. Children learn why artists make choices regarding techniques and media. Knowledge is linked explicitly to our equality objectives, ensuring children receive a broad and balanced viewpoint.**

- **Procedural** – What are the things that all children should be able to do (skills)?

*We are learning to ...*

**Children learn specific skills that are planned to build upon prior learning. They are given the opportunity to practice these skills in class. All children are taught skills across a range of art and design media.**

- **Experiential** – What knowledge can only be gained first hand by experiencing or doing certain activities?

*We are learning through ...*

**Children have a dedicated art lesson time to develop their art skills. Educational visits and visitors are used carefully to support children's understanding of the knowledge and skills taught in school.**

# Implementation

The teaching of art is carefully sequenced to ensure that children have a broad experience of a range of art forms. It builds upon prior knowledge to ensure mastery of skills and knowledge. In all areas of art, children are taught to be prepared to be ready for the next challenge and see themselves as learners. Through strong subject knowledge and teaching, children become critical thinkers who draw upon a range of connections across the curriculum to collaborate and reflect on their own art.

First hand experiences in art ensure that children are motivated to see themselves as artists. Through our diverse and inclusive curriculum, we ensure that children become emotionally literate and are able to recognise their role as part of the community within school and the wider local area.

We plan for opportunities for children to be contributors to the local community and encourage them to be independent and resourceful in their learning: identifying ways that we can be environmentally and emotionally aware in the art that we create.

We have high expectations for all learners and ensure that through a schematic and research-led curriculum, we are able to ensure that all children have equal access to art teaching which is rich in culture and knowledge, as well as focused on the discrete teaching of specific and progressive skills.

# Progression from EYFS

## Levels expected at the end of EYFS:

### **Expressive Arts and Design (Exploring and Using Media and Materials)**

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### **Expressive Arts and Design (Being Imaginative)**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- All children will have had access to the teaching of specific art skills throughout the year, as shown in the [Reception Skills Progression Map](#). These are built upon as children move through the school.

# Subject Overview

	Autumn	Spring	Summer
Year 1	Dinosaurs (sculpture)	Kings and queens and weather (painting)	Aboriginal art and botany (printing)
Year 2	Time for play (painting and sculpture)	The great fire of London (Textiles - weaving)	At the seaside (printing)
Year 3	Ancient Egypt (Textiles and printing)	Europe and Russia (Painting)	Tudor times (drawing and painting)
Year 4	India (printing)	Maya and South America (Textiles)	The Victorians (Sculpture )
Year 5	North America (Painting and Collage)	Ancient Greece (Textiles )	The Blitz (mixed media)
Year 6	Climate change (mixed media)	Ancient Benin (Textiles)	London (Drawing & painting)

# Outcomes

At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
<ul style="list-style-type: none"><li>- use a range of materials creatively</li><li>-use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>-develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists and craft makers , describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>	<ul style="list-style-type: none"><li>- 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.</li><li>- create sketch books to record their observations and use them to review and revisit ideas and evaluate their artwork.</li><li>- develop art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, textiles]</li><li>- discuss both contemporary and historical great artists, architects and designers.</li></ul>	<ul style="list-style-type: none"><li>- Create original pieces that show a range of influences and styles.</li></ul> <p>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> <ul style="list-style-type: none"><li>- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</li><li>- Imaginatively extend ideas and use them to review and revisit ideas and evaluate their artwork.</li><li>- Comment on, and discuss, artworks with a fluent grasp of visual language.</li><li>- develop art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, textiles]</li><li>- discuss both contemporary and historical great artists, architects and designers.</li></ul>