



The Crescent Primary School Curriculum

Subject: Art

Intent: What are we trying to achieve with our (subject) curriculum?

At the Crescent we have developed a diverse Curriculum for Art. It promotes imaginative thinking and pupils explore a wide range of techniques and materials to create sculptures, drawings and paintings. The children learn about a variety of artists whilst expressing themselves and their own opinions, learning that Art is in the eye of the beholder. We ensure that the children speak respectfully and do not use prejudicial language.

- Our curriculum allows children to learn and build on a range of artistic skills throughout the year, and from year to year as well. For 2022-2023, Teresa and Ali have redesigned our art curriculum to reflect a more diverse range of artists, considering gender and ethnicity.
- At The Crescent we understand the importance of a growth mindset in children from a young age. In art, children are encouraged to try new techniques and experiment with different ways of mark making, reinforcing their growth mindset and that it is okay to make mistakes. British Values are promoted in all subjects. In art, children are encouraged to give their opinions on different artists and also listen to others and respect their opinions.
- Art is taught every term, (Autumn, Spring, Summer) allowing all children, including disadvantaged or minority, to explore and consolidate their learning. Children are also given opportunities to showcase their artistic skills through themed activities and special art projects e.g. the queen's jubilee, world book day. Whole School art projects allow all children to feel their work is valued and appreciated. A selection of work is showcased in our art gallery, which children often comment on and aspire to.
- Insight Tracking is the assessment tool we use at The Crescent for all subjects and year groups. KS1 have three key objectives to focus on for each year group. KS2 has 2 objectives per year group. However, our teaching and planning is not exclusive to these objectives.

Implementation: How do we deliver our (subject) curriculum?

At The Crescent, our Art curriculum is carefully planned to ensure all learners are engaged and excited about their learning. Through a thematic, cross-curricular (where appropriate)

approach, children are given the opportunity to consolidate their learning in a range of art skills. Each year group have specific art lessons which are completed in their sketch books.

- Each term, the unit of learning focuses on an artists or styles of that particular time period, or learning about a particular country/cultures art work.

- Assessment is a vital step in the teaching process at The Crescent. Through the use of Insight, teachers are regularly assessing, reflecting and planning their class's next steps. Our art overview has been re-developed to ensure key art skills, a diverse of artists and outcomes are covered.

Regular feedback is given to the children so they are aware of their next steps. All children are offered a full experience of the learning, children supported with accessing skills at the teacher's discretion, for example through teacher modelling, demonstration.

Teachers assess and record on Insight, by marking children as 'Below' (red) 'Close to' (Yellow) 'ARE' (Green). Year R are assessing as 1 "emerging" or 2 "expected". This then informs future planning to ensure all children are being challenged appropriately.

- Earlier this year, we completed a staff confidence audit, which identified year groups and members of staff that required support. This correlated with our book sampling, which showed certain year groups needed more planning support. Teresa and Ali have supported these year groups through discussing planning ideas with them. We have plans in place to support them further next year in light of the new planning units on our new overview.

In each year groups, Art is taught every term, alternating in half term blocks with DT. Planning follows the 5-step approach to planning. Each unit has a knowledge organiser that Teresa and Ali have made. Each Knowledge organiser includes examples of the artist's work, key facts about the artist, the learning journey of the unit and key vocabulary shown with a pictorial representation. The sequence of learning allows more time given to practice skills and techniques, before children completed their final piece of work.

Each half term, Teresa and Ali have completed book sampling and have provided feedback to each year group. This has enabled us to identify and support teaching and learning of art. To aid memory retention, 3L grids have been planned for to be completed twice in a unit. This is developing consistency across the school. It has been given as a target to work on in year groups that haven't completed these consistently.

Sketch books: Children record their learning in their sketch books (year 1-6) and for final pieces/lessons that are practical, photographic evidence records the outcome eg a photo of a clay pot.

Enrichment Opportunities: At The Crescent, we also run several weekly Art clubs, where children make and design a range of art pieces for themselves. These clubs tend to be exploratory for children and are always highly subscribed to.

Impact: What difference is our (subject) curriculum making to pupils?

Book sampling have shown that children are being taught a range of artistic skills, linked to the National Curriculum. Through the use of assessments on Insight, this shows all children are making good progress in Art. It is clear to see in each unit that children have progressed with the medium that they are using. The final pieces always display a greater care and attention.

- At The Crescent, children are taught all the basic skills they need to progress onto higher education, in particular resilience and a growth mindset. This is promoted through all lessons, including Art.

- At The Crescent, we value the importance of ensuring all children get a good quality teaching and learning in school, (particularly those who are disadvantaged.) In art lessons, children are encouraged to give their opinions and share ideas about the artists they study, their own work and their peer's work. They also reflect on how successful they were in their final piece for the unit through an evaluation lesson.

- Through the 5-step approach to teaching in Art, children are given longer to plan, practice and develop particular art skills before moving on. Through assessments on Insight, teachers are able to see which skills their children have not achieved, requiring more time, and which they have mastered.

- Memory retention: during the unit, the children remember and use the vocabulary and skills taught in the unit. This can be seen through the 3L grid and also in the outcomes from the lessons.

Book sampling has shown that learning journeys are now visible in sketch books, whereas before they were fragmented. We believe this is due to having the lesson overview on our knowledge organisers. Teachers are able to see clearly how to approach the unit.

There has been a clear improvement in teaching and learning outcomes from the Autumn to spring and summer.

- Data: Summer end of year

Year R

Creating with Materials - EYFSP
80 pupils - Average: 2.0

99%

Being Imaginative and
Expressive - EYFSP
80 pupils - Average: 2.0

99%

Year I

Attainment Overview for Pupils in Year 1 - 2021-2022 Summer 2 - Main Assessment

Print

Legend Well below Just below Expected Above No data



Year 2

Attainment Overview for Pupils in Year 2 - 2021-2022 Summer 2 - Main Assessment

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Legend Well below Just below Expected Above No data



Year 3

Attainment Overview for Pupils in Year 3 - 2021-2022 Summer 2 - Main Assessment

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Year 4

Attainment Overview for Pupils in Year 4 - 2021-2022 Summer 2 - Main Assessment

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Year 5

Attainment Overview for Pupils in Year 5 - 2021-2022 Summer 2 - Main Assessment

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Year 6

Attainment Overview for Pupils in Year 6 - 2021-2022 Summer 2 - Main Assessment

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In our school, we assess children as ARE or Close to or Below for Art. Some teachers have identified strong artistic children as Greater Depth.

Evidence: How do we know?

Book sampling has been completed every half term throughout the year. This has given us regular discussion points with year groups. During this time, planning and flipcharts have been looked at to see the journey through the children's eyes.

Planning support has allowed us an accurate reflection of the current teaching capabilities of art.

Assessments on Insight are checked on a termly basis to ensure all year groups are updating their class's assessments regularly. These assessments are then used to inform future planning and teaching.

