Art



Intent

At Mapperley Plains Primary School we recognise that our art and design curriculum is designed to engage, inspire and challenge; equipping the children with the knowledge and skills to express themselves as unique artists.

We offer an Art curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum. When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that an artist leaving Mapperley Plains will:

- Be able to explore the works of different artists, craft makers and designers, and understand historical and cultural developments of their art forms.
- Become proficient in drawing, painting, sculpting and other art forms, developing their art skills.
- Be able to produce creative work of their own ideas, to be artists.
- Be able to analyse and evaluate creative works.

Our Art curriculum provides children with exciting and engaging opportunities to develop their skills using a range of media and materials, becoming artists themselves. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of relevant works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular themes, allowing children to use their art skills to reflect on and explore themes in greater depth. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This will be a meaningful, continuous and progressive process.

Art



Implementation

As a school, we follow our Progression Map for Art, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of Art are taught across all year groups.

We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. drawing, painting and 3D skills).

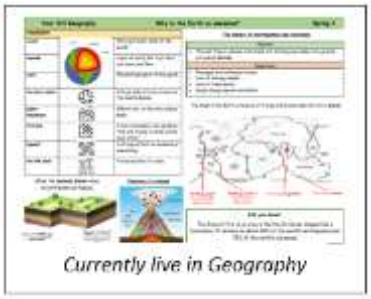
We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning eg. 'Why is the earth so awesome?' or 'What is the story behind Nottingham?'

To engage, immerse and 'hook' the children into a new topic, a special 'entry point' is usually planned, followed by an 'exit point, often involving parents which marks the end of the topic.

Where appropriate, we use artefacts and memorable experiences to enhance learning. This might include visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

To add to this experience, all classrooms have immersive environments and displays that provide a hook into learning and continue to engage the children. Each classroom displays a Learning Journey which includes a timeline showing key dates. A chronological timeline showing key periods in history is on permanent display on the first floor gallery.


Currently live in Geography

As part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year. These have been developed for the key driver subjects and are being developed over time for the other subjects.

Art

Developing the use of the correct vocabulary in Art is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stakes mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.





Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.

Impact



Through the high quality teaching of Art, we will see:

- Children who are engaged, inspired and encouraged to express themselves creatively.
- Children who are willing to participate in a range of artistic opportunities using a range of different media and materials.
- Children who develop confidence, independence, judgement and self-reflection.
- Children who can make links to prior learning and connections to other areas of the curriculum.
- Children who are adding 'Sticky Knowledge' to their long-term memory and who are able to talk about the skills and knowledge they have acquired.
- Children who are artists with the skills and knowledge to prepare them for success in an ever changing world.
- Children who will complete research independently to further their own enjoyment about the subject or topic.

- A school environment that is Art rich through displays, resources and vocabulary.

Art

- Assessments and monitoring that show high standards in Art.

Art and SEND

For children with SEND, adaptations may be made in Art which are based on the child's individual needs. We ensure that children with SEND are appropriately challenged in Art by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.