



## Art

### Intent

At Holy Trinity, our rich art curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment and investigate. Art allows pupils to express their feelings and ideas, both as a means of self-expression and to communicate with others. Through varied creative processes, the children build confidence, feel and experience success. Pupils connect with their own culture, as well as with the wider world through art. Art helps pupils to begin to develop an understanding of how art reflects and shapes our society, contributing to a nation's culture, creativity and wealth. Learning through art develops pupils' language skills, social skills, aspirations, positive sense of achievement, decision-making and risk-taking. Art at Trinity enables pupils to learn and flourish together!

### Coverage

How do you know the National Curriculum is covered?

An Art National Curriculum Coverage Map matrix maps the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific units.

### Progression

How do you plan for progression in Art?

As Art is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills, the key skills for each subject have been mapped across each thematic unit to show coverage (**Art Skills Maps**) and progression (**Art Skills Progression Maps**).

The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder enables them to make good progress in their learning.

The Satellite View (**Art Satellite**) maps out which thematic units feature this subject and clearly shows the objectives taught.

The **Knowledge Building Pillars** form a robust model of progression for knowledge, skills and understanding, helping pupils to assimilate, synthesise and apply their learning within different artistic contexts. This also means that concepts are cumulatively built upon. For example, in 3D form pupils progress from being able to mould clay into a smooth ball and use their thumb and forefinger to develop shape and detail in the context of a thumb pot in Pathfinders, to



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constructing a coil pot in Adventurers, culminating in using clay modelling skills to make slab pots with different base shapes in Navigators.

### How is Art taught?

Art is taught through a combination of subject knowledge and skills. Learning takes place both inside and outside the classroom.

### Who do we learn about in Art?

We learn about the following artists:

#### Reception

Wassily Kandinsky

#### Year 1

Cesar Manrique

#### Year 2

Theresa Elvin

Claude Monet

Christy Brown

#### Year 3

Jack Kirby

Julie Taymor

#### Year 4

Johannes Gutenberg

Van Gogh

Romero Britto

Banksy

#### Year 5

Jackson Pollock

#### Year 6

Pietro D'Angelo

In addition: a range of artists to support skills being taught.

### What do we learn in Art?



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In art, we learn about the mediums of collage, textiles, photography, drawing, painting, 3D form and sculpture, as well as mixed media.

### Where will you see evidence of Art at Holy Trinity Church of England Primary School?

- ✓ EYFS: floor books
- ✓ Pupils' Learning Means The World sketch books
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders

### How do we assess and monitor Art?

We use a variety of methods and a range of strategies to assess and monitor art at Holy Trinity. Teachers may use Kahoot Quizzes, for the purposes of diagnostic assessment, as well as checking recall in the classroom. They will also use questioning to help the pupils recall prior learning. We use a tracking tool to ensure that the pupils are making progress in art, and this is monitored by the Art Lead who carries out monitoring tasks to ensure that the curriculum is being delivered and that there is evidence of the learning in pupils' books/work.

Through close monitoring, we know the effectiveness of teaching has a positive impact on learning and standards. The Subject Leader has an evidence file recording monitoring activities, which can include interviews, observations and work scrutiny. The Subject Leader evaluates all aspects of art learning to define next steps for improvement from their action plan.

### How we support SEN

All pupils at Holy Trinity Church of England Primary School receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN



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- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

### Impact

**PUPIL VOICE** – through discussion and feedback, pupils talk enthusiastically about their art lessons. They are proud of their work and skills they have learnt and can confidently evaluate and discuss their work.

**EVIDENCE IN KNOWLEDGE** – pupils have an understanding of different genres and purposes of art and design and can apply the knowledge to inform their work.

**EVIDENCE IN SKILLS** – pupils use correct vocabulary in art lessons. They build upon skills taught in previous lessons/year groups, practise skills taught and refine skills taught.

**BREADTH AND DEPTH** – teachers plan a range of opportunities for pupils to investigate art, craft and design in both the locality and in a variety of genres, styles and traditions.

Art equips pupils with a uniquely powerful set of tools to express themselves. Through their growing knowledge and understanding, pupils learn to appreciate the contribution made by different artists and the artists' culture.