

# Art

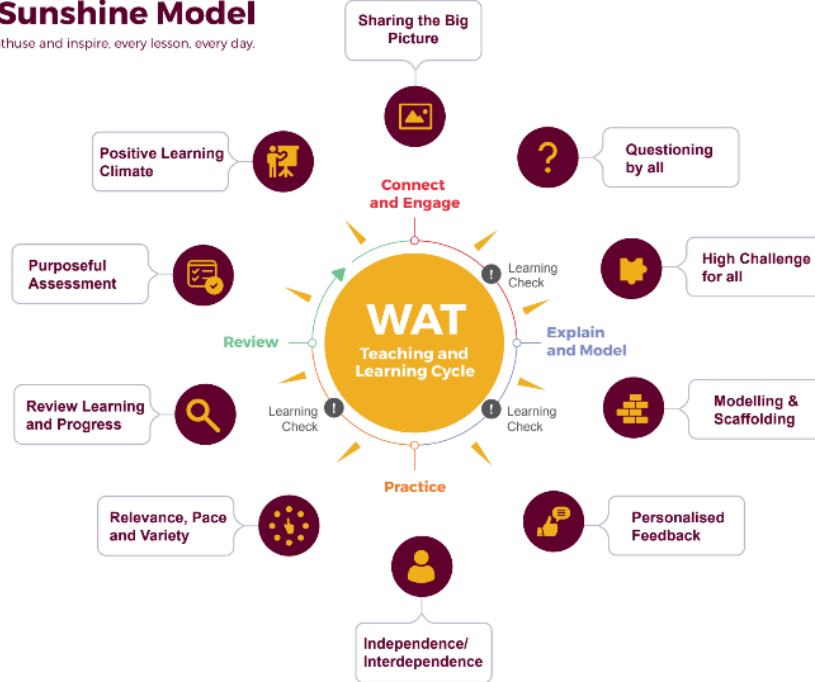
**WAT Aspire Curriculum** - Our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



## Teaching and Learning Cycle

### WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



## Curriculum Overview

[Art Progression Document](#)

[Long Term Art Overview](#)

### EYFS

In the EYFS, artistic knowledge and skills form part of the three Prime Areas and four Specific Areas of learning and will be delivered as planned by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in Art from EYFS to Key Stage One document above shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

### KS1 and KS2

- Pupils in Key Stage One and Key Stage Two follow the National Curriculum Programmes of Study.
- Art is taught each half term alternated with Design Technology.
- Art is taught following the Access Art scheme of learning.
- Learning is built upon pupils' prerequisite knowledge and ensures that substantive and disciplinary knowledge is taught in line with the Art Progression document.
- Links to all medium term plans are embedded within the Long term overview.

## Art vocabulary

[Art Vocabulary](#)

Art vocabulary is planned progressively from EYFS through to Year 6 to support pupils' language and learning.

## Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

### Formative assessment;

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which are designed to improve pupils' retrieval of key knowledge. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver

appropriately timed feedback that focuses on moving learning forward

eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

### **Summative Assessment**

In Art, pupils' final piece is used as their assessment piece alongside their sketchbooks. Pupils will have worked towards this final piece over a number of weeks, evaluating and editing as they go.

### **High Challenge for All**

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

'High Challenge for All' underpins all lessons at Tenterfields which sits alongside our Teaching and Learning cycle.

[High Challenge for All model](#)

### **SEND**

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts
- Sensory audits
- Task management boards to chunk tasks
- Reading rulers, concentration cushions, fidget toys, sand timers, etc.
- Overlays, etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Tenterfields, the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

### Art Learner Tools

- Each classroom has a curriculum learning/working wall which is reflective of current learning and displays modelling, key vocabulary and examples of high quality learning.
- Pupils have access to a wide-range of artistic equipment relevant to their current learning. This may be in the form of: clay, pastels, charcoal, ipads, paint, aprons etc.. All pupils are taught how to use these Art tools safely, respectfully and effectively as part of their learning.

### Evidence Collection and Presentation

- All pupils in Years 1 - 6 have their own sketchbook in which all of their art is recorded.
- Pupils take ownership over their sketchbooks and may present their artwork in their chosen way. Our sketchbook expectations can be seen in our sketchbook progression document here:

[Sketchbook Progression Overview](#)

### Wider Opportunities

At Tenterfields, our curriculum develops students' aspirations so that they strive to be the best that they can be so they achieve both their academic and personal potential. In addition to this, we offer a number of additional Artistic opportunities for children such as:

- Our elected Arts Ambassadors help to promote Art across school and organise/lead regular Art competitions.
- Art club
- Pottery club
- Windsor Academy Trust 'Excellence in the Arts' Art showcase
- Working with local artists as part of our Artsmark project
- Artsmark celebration events
- Art workshops with local high schools

### Artsmark

At Tenterfields we recognise the importance of a broad, balanced curriculum and therefore over the past year we have been working towards achieving our Artsmark Gold award. We are driving forward our Arts offer to ensure that all children have access to a wide, balanced and high-quality Arts curriculum from Nursery through to Year 6. As part of this we regularly engage with local artists who lead workshops

with our classes. Recently a digital arts project was completed with Year 3 and Year 4 focussing on the use of animation. You can see the final creation here:

<https://public.3.basecamp.com/p/um1ezVKvZTRLC2qSVbUf8Czr>