

Art Curriculum

Implementation

'let your light shine'
Matthew 5:16



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1. Modular knowledge approach

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

Do Nows and Reteach weeks are also used to support retention of knowledge.



2. Developing Disciplinary knowledge and skill development

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity across the year to practice in all art genres.

Here is the Year 1 example of all genres across the academic year

Drawing Explore materials and tools for mark making	Painting Explore mark making with paint, using primary colours	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D Use natural and man-made materials Create plaster casts from clay impressions	Collage Explore the visual and tactile qualities of objects Layer paper to build an image
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Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.


3. Lesson structure



Feature	Function
Do Now	To recall previous learning
Hinge Knowledge Retrieval	To recall knowledge from previous years learning and/or last module
I (Model/Guided Discourse)	Class teacher will model explicitly what needs to be achieved in the lesson. In Art this can be broken down into manageable steps to help the child to achieve the end point.
We	Children are given the opportunity to explore the skill shown and allow for development on the next step. Adults and peers can give feedback on the step shown.
You	The children independently achieve the task.
Exit ticket (cumulative)	This is to assess within the lesson what the children have achieved and allows for recall of learning.





4. Knowledge notes


Year 6: Drawing 


Core content:
Apply knowledge and techniques to draw in detail using scale and proportion.
Use a wide variety of drawing tools.


Technical vocabulary:


Scale – the size of something in comparison to something else. 

Proportion – the relationship in size between one thing and another. If things are in proportion, they are the right size and shape compared to each other. 

Figurative – figurative paintings and drawings are those that show animals, people and objects as they really look. 


Surreal – surreal images are ones that appear strange. They may have a dreamlike quality about them and may combine objects and people in an unusual way. 

Portraiture – a portrait is a picture, painting or photograph of a person. Portraiture is the art of making portraits. 

Symbolism – when symbols are used in works of art to represent ideas. 

Connections:

Frida Kahlo (1907 – 1954)
Mexican painter



Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with a brief summary of the content of each block.

Year 6
Knowledge
Note

5. Formative Assessment



Assessment for learning strategies

Cold calling, thumbs up, think pair share

Hinge Points

Hinge points in DT are a good opportunity to monitor the room and assess that all children are achieving the task given and by assessing the room you have a clear idea of what the children have understood.

Exit Tickets

Exit tickets relate to the learning objective and assess where the children are in that lesson

Cumulative assessments

Cumulative assessments are designed to help children recall previous learning so they can learn and remember more.

6. Summative Assessment



End of unit assessments

End of unit assessments are completed at the end of each unit to assess where each child is at and allows the teacher to monitor gaps.

End of year assessments

End of year assessment are a combination of exit tickets from the end of unit assessments and a task to show the skills that have been learnt throughout each module.

Reteach weeks

Reteach weeks are informed from the gaps that have been identified from the end of unit assessments. They are retaught this misconception within the reteach week.

Retrieval Weeks

Retrieval weeks children complete a lesson based on the retrieval of skill or knowledge. The gap is identified by the teacher.

Autumn Anchors

Autumn Anchors are there for the next academic year to inform the next teacher where the gaps are.

7. Supporting pupils with SEND



We aim for all art lessons and modules to be accessible to all pupils. Pre-teaching of artistic vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language and to apply to the later skill. The use of Knowledge Notes provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Pictures are added to provide extra support.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

8. Reading and vocabulary instruction



We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Artistic language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Our Art curriculum is supported by a wealth of high-quality texts and articles which support pupil's learning and develop their skills in accessing information from a range of sources. The art MTPs are supported with literature links to texts that are purposeful. We aim to utilise, 'Curriculum Visions,' to ensure that our subject content has materials that can be accessed by pupils both in school and at home.

9. Art in the EYFS



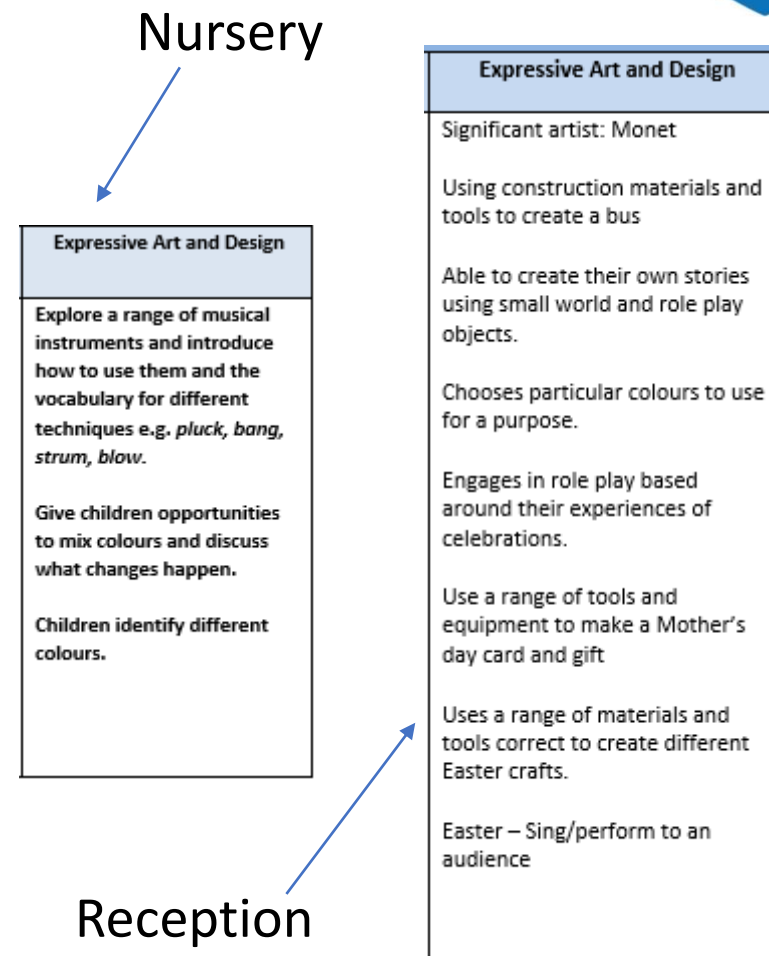
At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to science are:

1. Expressive arts and design

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

Examples of Art learning in Nursery and Reception include:





10. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In Art, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic) including:



Freda Kahlo



Georgia O'Keeffe



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Promoting diversity across our Trust



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Proud to support our LGBTQ+
staff, pupils & families



BDMAT
Birmingham Diocesan
Multi-Academy Trust

A Disability Champion

11. Staff CPD



All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

- Audit
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs
- Access to unit support through UNITY curriculum