



Heathfield Schools' Curriculum Overview

Art

Subject	Intent	Implementation	Impact
Art	<p>The art curriculum will ensure that children think and work like an artist by:</p> <ul style="list-style-type: none">• Enjoying the process of making creative work using an exciting range of materials.• Using art folders or sketchbooks to explore and develop their artistic skills.• Using the vocabulary of art to discuss their own work as well as the work of others.• Become inspired by the world around them as well as the life and works of artists from different times and cultures.	<p>The schools' art progression document outlines the knowledge and skills that will be covered in each year group.</p> <p>EYFS</p> <p>Resources for art are available daily throughout EYFS. Techniques are taught through Planning in the Moment (e.g. colour mixing, choosing a suitable tool, or asking questions to encourage observation).</p> <p>Key Stage 1</p> <p>Art is taught in half termly blocks within Key Stage 1.</p> <p>Each unit of work covers the key art skills: drawing, painting, sculpture, collage and printing. The development of drawing skills is always emphasised in each unit. Close attention has been made in the planning to ensure that the children are exposed to a wide variety of artists from different time periods, cultures and ethnicities. We also teach children key art vocabulary (e.g. tone, shape, form, colour etc), so that they can talk and think like an artist. Outcomes are gathered within the children's art folders either as the original works of art or digital images of larger pieces they have produced. Recap introductions are used in every lesson to make links to previous lessons in the unit or the last time a particular skill was taught. An AfL plenary is also used to</p>	<p>Assessment:</p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stage 1, each class has a class log book where class teachers add examples of children's work or evidence of whole class activities (photos, whole class write up, post-it-notes and speech bubbles to record the children's verbal responses).</p> <p>In Key Stage 2 work is collected in sketchbooks.</p> <p>From Reception until the end of KS1, each term children put one piece of art into their art journal. In the Autumn term, this is always a portrait. This enables children to reflect on their progress as an artist throughout their time in the infant school.</p> <p>In Key Stages 1 and 2 assessment during lessons and familiarity with the progression document enables teachers to adapt planning/make AFL links to previous years learning. Key questions on the planning support teachers' assessment techniques.</p>

	<p>give the children an opportunity to reflect on their work or their progress within a skill.</p>	<p>The planning of recap introductions in KS1 and WHALAs in KS2 promotes the links between the skills, media and artists taught across the year groups. In KS1 and KS2, an AfL plenary is also used to give the children an opportunity to reflect on their work. In KS2 children also make annotations in their sketchbook during the AfL plenary. In KS2, a mid-topic quiz is carried out halfway through a topic to assess children's understanding of the key artists and skills covered so far. This enables teachers to adapt planning and address any misconceptions with individuals as required.</p> <p>Monitoring:</p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Log book (KS1) and sketchbook (KS2) scrutinies • Planning scrutinies • Pupil interviews • Staff interviews.
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