



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 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. In KS1 and KS2 at the start of each topic a knowledge organiser is circulated to parents to help them support their child's learning.</p>	<p><u>Assessment:</u></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>EYFS</p> <p>Resources for art are available daily throughout all of EYFS. Techniques are taught through Planning in the Moment e.g. teaching how to stop the paint dripping, modelling how to hold scissors and cut sellotape.</p>	<p>In KS1 work is collected into art folders In KS2 the sketchbook is the main assessment tool.</p>
		<p>Key Stage 1</p> <p>Art is taught in half termly blocks within Key Stage 1.</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. The planning of WHALA's in KS2 promotes the links between the skills, media and artists taught across the year groups</p>
		<p>Key Stage 2</p> <p>Art is taught in each year group across 3 units of work, with one unit of work being taught across each term.</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 ethnicity. We also teach children key art vocabulary (e.g. tone, shape, form,</p>	<p>Key questions on the planning support teachers' assessment techniques. 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><u>Monitoring:</u></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of</p>

		<p>colour etc), so that they can talk and think like an artist. Outcomes are varied. They are recorded in their sketchbooks either as the original works of art or digital images of larger pieces they have produced. The KS2 Knowledge Organiser also detail the artists covered, key vocabulary and visual examples of work children will create. WHALAs are used in every lesson to make links to previous lessons in the unit or the last time a particular skills was taught. An Afl plenary is also used to give the children an opportunity to reflect on their work and make annotations in their sketchbook.</p>	<p>monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • “Pop ins”/learning walks • Book and planning scrutinies • Pupil interviews • Staff interviews
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