

Hurst Drive Primary

Art Curriculum Guidance 2022-23



Intent

At Hurst Drive, we believe that all children are artists.

Learning is focused on encouraging every child to be creative, imaginative, skillful, and confident.

Through providing opportunities for children to explore other artists' work as well as giving children the freedom to create based on their own ideas, children feel empowered, inspired, and begin to take pride in their work.

We aim to provide a curriculum which broadens and deepens pupil understanding. All staff have high expectations for all children, mirroring our school vision, 'Success For All'.

At Hurst Drive primary School we aim:

- To empower children with a rich knowledge of different artists
- To enable children to be imaginative and confident when creating their own work
- To provide children with the opportunities to evaluate and edit their work
- To introduce children to a range of different artistic skills (colour mixing, shading, collage)
- To provide children with the opportunities to practice with and master use of various mediums

By the time children leave Hurst Drive, we expect our pupils to be resourceful and innovative.

This will enable there to be 'success for all' children in further education and the wider world.

Implementation

Planning

Teachers plan according to the National Curriculum Programme of study and use the PlanBee scheme of work to provide a consistent whole school approach.

At Hurst Drive we encourage our children to be active learners who draw upon previously taught knowledge to further their understanding.

Teaching and Learning

At Hurst Drive, we use a variety of learning and teaching styles in order to meet the needs of all our pupils. Clear objectives from the National Curriculum are set and teachers differentiate according to the needs of the children to ensure the objective is met and every child is challenged. Targeted teaching is used to support identified children.

Voice21 is a whole school oracy strategy which is used to promote the importance of class discussion and child engagement.

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We create active and engaging lessons by:

- Using practical activities
- Providing high-quality resources
- Exploring the work of inspirational and fascinating artists

Inclusion

Driven by our vision of 'Success For All', all children receive quality first teaching in art and activities are differentiated accordingly. Staff have high expectations that all children can achieve their full potential. Additional thought must be given to the resourcing for children with special needs. They may require adaptations to materials or have sensory needs related to texture/smell that will need additional care. Simple one step instructions should be given to ensure the child has fully understood the task. As much information as possible should be given in visual form and visual aids can be given along with written or verbal instructions. Some children may struggle to use the resources given, for example they may have a poor pencil/brush grip and adaptations should be made to allow the child to complete the activity using another medium, for example using fingers or items that can be dipped in paint and the applied on to paper or 'easygrip' or loop scissors for cutting.

Impact

Through the use of ongoing assessment; monitoring of teaching and learning and feedback with pupils, we will be able to identify the impact. We evaluate progress and attainment for all pupil groups including our SEN pupils, in order to successfully support and challenge to ensure best possible progress and success for all.

Assessment

Assessment is used to inform the teacher of pupils' progress in art. Both Assessment for learning and Assessment of learning is used at Hurst Drive Primary School and are imperative to ensure that all of our children are achieving their potential and making consistent progress.

Formal assessment of art is carried out through

- Observation
- Termly reviews

Formative assessment

Formative assessment is used to meet students where they are and provide relevant and immediate feedback that enables children to evaluate and edit their work.

Feedback

Work is recorded in individual sketchbooks.

Teachers provide feedback to the children during lessons and across lessons.