

Art Curriculum Overview



The vision for the art department is to provide children with a balanced and rich curriculum that inspires pupils to express themselves creatively and develop a natural sense of curiosity about the world around them.

We want to enable children to better understand the world they live in and we use art as a way to educate children about different cultures, societies both past and present. Through our art curriculum, pupils will develop their own personal opinion of different artists' work, art movements and moments in art history. Pupils will have the opportunity to experiment and make judgments using a wide variety of different media and through this they will develop independence in their creativity.

1. **Knowledge- rich:** At Reach, we believe that art is a way of understanding and expressing the world. Art is more than just learning how to draw and paint. Art provides a window into the culture, society and history of generations gone by, and those to come. In a world of many incredible artists and a range of different techniques, we aim to expose pupils to a broad range of different artists and styles which they can emulate and from which they can then innovate. We have made conscious choices to ensure that this rich core of knowledge is revisited throughout the art curriculum and builds on what has come before,, for example in the development of tone or the work of Van Gough.

We aim to provide the children with a balanced and rich curriculum that inspires pupils to express themselves creatively, and develop a natural sense of curiosity about the world around them. This knowledge will equip them with the ability to progress and think critically when understanding art and design. In Primary, children develop proficiency and confidence in three key areas; drawing/mark marking, colour and paint, multimedia (which is broken down into sculpture, collage, printmaking and textiles). When pupils reach Secondary, we look at the intersection of these areas more and focus more on art movements. This allows us to explore how the skills pupils have developed in primary combine and develop, and how the artists they have already studied contribute to the wider artistic landscape.

Each lesson starts with a retrieval practice of key knowledge for the current unit, and previous units. Each lesson begins with an introduction of the key vocabulary called 'Star Words'. Children are encouraged to use this vocabulary throughout the lesson and unit. Every lesson, the children are prompted to revisit different types of artists to remove stereotypical barriers. They will also explore different artists and art movements to be equipped with opinions, thoughts and techniques of artists throughout history.

2. **Backwards planned:** The art curriculum is backwards planned so that students are equipped with the skills that they need to take art in further education and in later life. Pupil's art education begins in the Early Years Foundation Stage as pupils explore mark making, colour and brush work. They explore their creativity and base their art on observation of the world around them.

We know that developing the skills pupils need to be successful artists in the later years begins early. This is why pupils are taught from the earliest stages how to talk about artwork, how to share an opinion on artwork and how to recreate artwork in an artist's style (appropriate to their age and stage).

Each cycle students will revisit these key skills and build upon them. Skills are not seen in isolation but develop upon each other, especially as we begin to explore more explicitly how these are combined in different artistic movements. As pupils master the fundamental skills, they have the opportunity to explore their creativity through a range of media, processes and ideas, and can articulate the creative decisions they have made.

3. **Carefully resourced:** We know that Art is a resource intensive subject, where our pupils, like the artists they study, will work across a range of mediums during their time with us. This begins by considering the mediums in which the artists we are studying worked and what the age and stage appropriate version of that is for our pupils so they can learn and practise artistic skills. For instance, using different types of pencils and exploring the variety of shade and tones that can be achieved using them in Year 4 is an important development from drawing facial features and developing the appropriate motor skills that happens in Year 1. Similarly, understanding how different artists have used oil pastels or water colours requires pupils to have the opportunity to experiment with these mediums themselves. The core skills that we help pupils to develop over their artistic journey with us allow pupils the freedom to create, while carefully considering how to develop, refine, record and present their artistic abilities.

As an all-through school, we are aligned about what excellent teaching in art looks like. We explicitly look at great art and great artists and study the context in which they are creating. We break down the techniques that artists use in different mediums and explicitly practise these throughout the curriculum, considering when an artist might use one technique over another. Once these choices have been explicitly examined and techniques practised, pupils will have opportunities to combine them in different ways to produce their creative pieces.

4. **Aspirational, inclusive and diverse:** The art and design curriculum at Reach is planned so that a wide range of artists and techniques from all cultures and backgrounds are studied. For instance, Year 2 pupils will study the Lascaux cave

paintings and discuss the history of early art, Year 4 look at the landmark printing of Hokusai, and Year 9 look at the detailed intricacy of Rosalind Monks' modern art.

Aspiration in our curriculum is seen in our high expectations of pupils, through the art they study, the techniques they learn, and the feedback they receive on how to improve their work. Pupils evaluate their work and that of their peers so that they can consistently improve their skills.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, and adapting teaching according to assessment for learning to help more pupils learn. Where pupils need scaffolding, we plan carefully for how they can be helped to access the learning in an environment where they can succeed in exploring the artistic process and the creative decisions that artists have to make.

5. **Rigorously assessed:** An important part of every child's life at Reach is the opportunity to reflect upon their work and their progress. Teachers give learners formative feedback on the skills they are developing. This can be through discussion, observation and lesson outputs, where teachers discuss with students' successes and how they can improve further, so that students can reflect on and improve their performance. Regular feedback means pupils are aware of what they can do to improve their work further, and they are regularly assessed through retrieval practice so that key terminology is embedded.

In Art there is further opportunity for reflection through the final pieces that are created in each unit of work. These are collated in Creative Portfolios, in which pupils reflect upon the choices they made in the creation of their products, why they made these choices and what they might do differently next time. Pupils are encouraged to share their work with others and use their portfolios to aid them in confidently talking about their work with peers and adults. At the end of each unit, pupils also complete knowledge quizzes focussed on the core body of knowledge about art, artists and techniques that they have been explicitly taught.

6. **Regularly evaluated and reflected upon:** We use structures such as subject management, department meeting time and pupil progress meetings to frequently reflect on our curriculum. Every half-term, primary and secondary art leads will meet to evaluate the effectiveness of the art curriculum and we are continually adapting our curriculum to suit our context and the needs of the pupils.

We continually adapt and improve our resources for the teaching of Art each year. All plans and accompanying materials are saved on a central drive system so that teachers can edit and improve materials from the previous years and respond to the needs of the cohort they are teaching. We use the creative portfolios and knowledge quizzes alongside final pieces to help us evaluate how successful our curriculum is and how we need to adapt it moving forward.

Primary Art Curriculum Map

	Drawing/Mark Making	Colour and Paint	Multimedia (Sculpture, collage, printmaking and textiles)
Year 1	Exploring different types of lines to produce a self portrait. (Van Gogh)	Experimenting with warm and cool colours to create a contrasting painting. (Matisse)	Experimenting with paper to create a collage. (Piet Mondrian)
Year 2	Exploring historic art to create our own cave paintings. (Lascaux cave paintings)	Experimenting with watercolours to create a painting of a flower. (Georgia O'Keeffe)	Experimenting with clay to produce a sculpture of an animal. (Niki de Saint Phalle)
Year 3	Experimenting with line, shape and colour to create Hundertwasser houses. (Hundertwasser)	Exploring colour and shape to create concentric circle art. (Kandinsky)	Experimenting with weaving to create Kente cloth (Ghanian culture)
Year 4	Exploring with different lines and tones to create a still life drawing. (Giorgio Morandi)	Using colour, shape and pattern to inspire building design (Antoni Gaudi)	To create a landmark painting using printing techniques (Hokusai)
Year 5	Experimenting with texture to create an abstract painting. (Frank Bowling)	Experimenting with arbitrary colour and perspective to produce a landscape. (David Hockney)	To create an origami sculpture box (Matt Shlian & Richard Sweeney)
Year 6	Drawing skills using pencil and introduction to colour Cubism (Picasso and Georges Braque)	Still life - Drawing from life Introduction to watercolour (Willem Kalf)	Repeated patterns using mixed media (William Morris)

Secondary Art Curriculum Map

	Cycle 1	Cycle 2	Cycle 3
Year 7	Pencil skills <i>Graphite, coloured pencil</i> (Cath Riley, Morandi)	Impressionism- working with watercolour (Claude Monet, Alfred Sisely)	Art Nouveau <i>Watercolour, coloured pencil, collage</i> (Gustav klimt, Louis Comfort Tiffany)
Year 8	Fauvism <i>Watercolour, coloured pencil, oil pastel</i> (Andre Derain, Henri Matisse)	Insects (Modern art) <i>Black pen, oil pastel, white pencil, watercolour, sculpture</i> (Rosalind Monks, Kelly Stanford)	Introduction to Portraiture <i>Pencil, watercolour</i> (Julian Opie, Vince Low)
Year 9	Pop Art <i>Watercolour, oil pastel, coloured pencil</i> (Roy Lichtenstein, Wayne Theibaud)	Surrealism <i>Charcoal, Pixlr, collage, watercolour</i> (Salvador Dali, Henri Margritte)	Portraiture continued <i>Watercolour, oil pastel, coloured pencil</i> (Frida Kahlo, Amy Sherald)
Year 10	Natural forms (Paul Cezanne, Vincent Van Gogh)	Natural forms (Georgia o' Keefe, Kristen Bailey)	Past paper theme (Various artists)
Year 11	Past paper theme (Various artists)	ESA <i>(Externally set assignment)</i>	ESA <i>(Externally set assignment)</i>