



Art Curriculum Statement

		Curious	Creative	Confident
Intent	<p>The art curriculum at Montpelier allows our children to embody their creativity by progressively experimenting with the mediums of drawing, painting and sculpture. During practical lessons and experiences, children’s curiosity and competence in a range of art techniques is established, opening up their imaginations and creating new possibilities for ways to apply their artistic skills. We use our sketchbooks to look at both our own art and that of artists with a critical eye, take risks with the 7 elements of art and develop an understanding of the role art has and continues to play in our culture and history. We aspire for all children to confidently produce individual, final pieces that they are proud of and can be shared with our school family through displays and pop up galleries, instilling a life-long appreciation for art and a promotion of the career opportunities it can create.</p>			
Implementation	What	KS1	KS2	
		<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to create sketch books to record their observations and use them to review and revisit ideas to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history and study their work with a critical eye 	
How	<p style="text-align: center;">Quality teaching of art though 3 units a year (1x drawing, 1x painting, 1x sculpture) each lasting 1 half term</p> <p style="text-align: center;">Children are explicitly taught about at least 1 artist, designer or architect every year but every unit should expose children to similar works of art/artists that can be critiqued and learnt from</p> <p style="text-align: center;">Cross– curricular links during each unit where possible, for example Year 5 linking the subject of their final piece (Viking ship) to their History topic</p> <p style="text-align: center;">Starting each new unit with a short, interactive quiz; checking their retention of knowledge from that area of art taught in previous year</p> <p style="text-align: center;">Beginning an art lesson with a short quiz or oracy based discussion linked to the previous lessons key learning to ensure retention of knowledge</p> <p style="text-align: center;">Adults model skills taught in a lesson in their own sketchbooks either live or prior to the lesson to show whole process not just the polished version</p> <p style="text-align: center;">Use our sketchbooks to record our experimentation with different techniques and media making simple comments about what worked/didn’t</p> <p style="text-align: center;">As children revisit drawing, painting and sculpture, they use a variety of media and techniques to deepen and challenge their skill development</p> <p style="text-align: center;">Use sketchbooks to revisit ideas and techniques from previous lessons, units and/or year groups</p> <p style="text-align: center;">We provide only primary colours of paint (excluding water colours) and black and white to develop secure knowledge of colour mixing</p> <p style="text-align: center;">Teach children how to look after art resources</p> <p style="text-align: center;">Where appropriate, children have freedom of choice in media to promote individuality and creativity</p> <p style="text-align: center;">We use trips and/or visitors to provide children with the opportunity to develop appreciation for art</p> <p style="text-align: center;">We find opportunities to use art to enhance other curriculum areas i.e. sketching what we imagine during reading, creating collages during WOW days</p> <p style="text-align: center;">We celebrate our final pieces through displays and pop-up galleries in which we encourage the school family to look at</p>			

	Fingertip Knowledge	Know how to colour mix using paint.	Can hold a paintbrush correctly.	Can hold a pencil correctly.	Knows how to shade, in one direction, using pencil.	Understands that sculpture focuses on form (3D art)	Can manipulate materials to create form.	Understands that art links to thousands of careers.	Have an appreciation of different forms of art through expressing their own opinion.
Assessment		Self-Assessment in sketchbooks	Regular verbal feedback given to children from Teacher/TA	Evaluation of final pieces using a combination of self and peer feedback	Use of success criteria to inform self-assessment	Quizzing at the start of each lesson/unit	Photographs taken of final pieces and an BARE, ARE & GDS example (if appropriate) to be emailed to Art lead		
Impact		Quality of education		Behaviour and attitudes		Personal development			
		Learners must make progress in light with, or better than national expectations. They are given a wide range of opportunities which allow them to develop confidence and enjoyment in reading.		Learners are resilient when learning new techniques Learners feel empowered to take risks with their artwork		Learners can give and receive constructive criticism			