SUBJECT ON A PAGE

Art and Design

At Green Ridge, a love of art is nurtured within all. Our children have a rich and diverse imagination and our curriculum enable children to explore their own unique ideas creatively and use art as a purposeful form of expression.

Intent – what we aim to do

To ensure the children can express their ideas throughout Art and Design.

To show progression throughout the three core elements; drawing, painting and sculpture.

To be exposed to a range of key elements such as; line, colour, pattern, texture, shape, form and space.

To introduce pupils to the language and vocabulary of Art and Design.

To develop their imagination and creativity.

To develop their own sense of identity through their work.

To have an understanding of art in the world and its history.

Implementation – how do we achieve our aims?

At Green Ridge, we plan and create our own art lessons linked to the three core elements within Art: Drawing, Painting and Sculpture. Across each of these core elements specific art and design techniques have been mapped out, to ensure that they are developed across the different year groups. These allow the children to have complex skills broken down and isolated to build their technical control and proficiency. Pupils have a dedicated lessons each week to ensure that sequences of learning can be planned and developed over a specific period. This supports children to achieve prior knowledge and ensure children encounter knowledge already learnt.

Planning/ Sequencing

Art lessons are taught once a week every other half term. We plan and create our own art lessons linked to the three core elements withing Art. These are; Drawing, Painting and Sculpture. Across each of these core elements specific art techniques have been mapped out, to ensure that they are developed across the different year groups. These include line, colour, pattern, texture, shape, form and space. These allow the children to have complex skills broken down and isolated to build their technical control and proficiency. Weekly lessons are sequenced and planned to allow the children the opportunity to build on their prior knowledge and ensure that the children encounter knowledge already learnt.

Famous Artist Studies

Each half term the children will have a skill focus, this will be either drawing, painting or sculpture. During each of these half- termly topics the children will be exposed to a range of famous artists where they will have the opportunity to analyse their work. Artists have been selected to best showcase the focus skill the children will be using. Artists are picked that show a breadth of art and its narrative through history. The children will be shown art juxtaposition to one another to emphases the similarities, differences, connection, meanings and interpretations of the artwork.

Implementation – (continued)

Structure of a lesson

Lessons are taught weekly every other half term. This is made up of one afternoon of Art & Design allowing plenty of time for practical and theoretical lessons. Children will record their techniques in their sketchbooks, showing examples of a journey of skills which offers the potential of arriving at an exciting result, along with the understanding and development of skills. Art books will be marked in line with our marking policy and verbal feedback will be given throughout the lessons.

Enrichment

As part of 11B411 Y5 'make something amazing' where an expert leads an art workshop. In autumn term we complete an Art house event. Where the children will all create a piece of artwork linked to a particular topic. We also run an Arts & Creative club where the children are exposed to build on a range of different art skills.

Art in EYFS

In Reception, children explore art through weekly inputs and continuous access to a wide range of creative resources both indoors and outdoors. Open-ended art challenges invite them to experiment with key skills such as printing, painting, and drawing, encouraging expressive mark-making and imaginative responses.
Children are supported to select and combine materials with purpose, developing confidence in their choices and techniques. They learn to use tools safely and effectively, building fine motor control and artistic intent through repeated practice and exploration. Adults offer guidance and vocabulary to enrich children's creative journeys, helping them reflect on their work and articulate their ideas.
Art experiences are embedded across the environment, allowing children to revisit and refine their creations over time. Whether working collaboratively or independently, children are empowered to express themselves visually, explore colour, texture, and form, and develop a sense of pride in their artistic achievements.

10 min – next steps/review

5 min – Hook

15 min – Teaching input inc vocabulary

10 min – Guided practice

15 min – Independent application

5 min – Review of learning

Assessment

Teachers will use assessment for learning throughout the unit to ensure retrieval practice allows knowledge to move to the long-term memory. Teachers will assess the level of skill and develop a programme of study that allows all children opportunities for continuous progression. Elements will be revisited through units to ensure continued progression and teachers will verbally assess children's learning and share in the moment feedback to support the children's skills and techniques progression. Pupils will complete a multiple-choice quiz at the end of the unit which will assess their understanding of the key knowledge. The feedback from this will be fed back to teachers who can then address any gaps in future lessons.

SMSC + British Values

We aim to promote British Values and SMSC throughout our Art & Design curriculum,
-In Art & Design we ensure that we are aware of and consider the views and values of others, we hold discussions about our own and others artwork and show respect when doing so.
-We understand that people have different views and opinions and that makes them and their artwork unique.
-In Art & Design we behave in a way that positively impacts the work and productivity of others and when given feedback we are constructive and respectable of other's feelings and viewpoints.
-In Art & Design we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in out projects.

Implementation – (continued)

Expectations of Sketch Books

Sketch books provide us with the opportunity to develop our journeying skills, which offer use the potential of arriving at an exciting result, alongside greater understanding and development of skills. Children use their sketchbooks to make their own choice about what and how they explore. Children will receive a new sketch book each year from Year 1 -6. Sketchbooks will showcase each child's artistic journey through the three core elements; drawing, painting and sculpture.

Sketchbooks should include a LI strip for each lesson, sharing the skill and date.

All sketchbooks should have knowledge organisers, next steps, speech bubbles or post-it notes for annotations, evidence of a final piece and reflections throughout.

Retrieval Practice

Through the well planned and sequenced Art & Design curriculum the children have multiple opportunities to revisit and review key skills and techniques, especially throughout the years. This is included in the starter slide to each lesson and also through the plans themselves as the three core areas repeat and progress in a sequenced manner each year. Children will be asked to retrieve their knowledge through low-stake quizzes and also through practical activities.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in Art & Design might include

- Pre- teaching
- Providing further models/demonstrations
- -Breaking the skills down further
- Partially completed work

Impact – how will we know we achieved our aims?

- Children will create a love for Art & Design and have freedom
- Children are curious and can discuss the impact and history of artwork.
- Children can build on their skills and create a final piece of work.
- Children to express their individual learning through their sketch books.
- Children can confidently analyse and evaluate work of famous artists.
- Children can analyse and evaluate their own work.
- Children can use the language and vocabulary of Art & Design.

Curriculum Overview

Year Group	Autumn – Drawing	Spring - Painting	Summer- Sculpture
Year One	Portraits Line, texture, space, shape	Pop Art - Printing Line, colour, space, pattern	Mini Beast Sculptures Mod roc Pattern, form, colour, texture, shape
Year Two	Self- Portraits Line, tone, form, shape, Space	Weather Painting Line, Colour, Texture	Making Mugs Form, pattern, colour, texture and shape
Year Three	Self- Portraits Lines, shape, form, space.	Nature Paintings Line, colour, texture, form, space, pattern	Papier Mache Sculptures Form, Texture, shape, colour
Year Four	Self- Portraits Lines, shape, space, form	Painting Landscapes Line, space, form, colour, pattern, shape	Flower sculptures Form, line, pattern
Year Five	Portraits Line, Shape, Space, form	Still life paintings Space, form, shape, line, colour, pattern, texture	Wire Sculpture Form, shape, colour
Year Six	Animal Drawings Line, Shape, Space, form, pattern, texture	Jungle Paintings Colour, line, form, space, pattern	Wire and foil human sculpture Form, texture, shape