



# Great Rollright

## Art Curriculum



Good Shepherd as a learner	Good Shepherd as a friend	Good Shepherd as a guide	Good Shepherd as a protector	Good Shepherd as an cultivator
<ul style="list-style-type: none"> <li>- deep understanding</li> <li>- exciting and broad</li> <li>- needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>- love and care</li> <li>- respect</li> <li>- celebrates diversity</li> </ul>	<ul style="list-style-type: none"> <li>- moral compass</li> <li>- role model</li> <li>- success and resilience</li> </ul>	<ul style="list-style-type: none"> <li>- sustainable future</li> <li>- appreciate the planet</li> <li>- embrace responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- courage and perseverance</li> <li>- growth mindset</li> <li>- achieve their best</li> </ul>

### Rosenshine's Principles of Instruction

Daily Review	New Learning in Small Steps	Asking Questions	Providing Models	Guide Student Practice
Recap prior knowledge to strengthen connections of materials learned, and free working memory.	Present new material in small steps and only proceed when it is mastered.	Successful teachers employ lecturing, demonstrating and questioning – to determine how well material has been learned.	Modelling, worked examples and teacher thinking help clarify the steps involved.	Time is built in to rephrase, elaborate and summarise new material to enable pupils to store it in their long-term memory.
Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
Continued exploration of pupils understanding, even if there aren't any questions.	A success rate of 80% indicates learning as well as challenge.	Scaffolds are a temporary support and may take the form of modelling, teacher thinking aloud, cue cards, checklists.	Independent practice produces 'over learning' a necessary process for new material to be recalled automatically.	The effort involved in recalling newly learned material embeds it in the long-term memory. The more this happens the easier it is to build on.

Intent	Implementation	Impact
<p>In line with the National Curriculum, at Great Rollright, we believe pupils should know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation. We ensure the progressive development of knowledge and skills; enable pupils to observe and record from first-hand experience and from imagination; develop the pupil's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes; begin to develop an awareness of the visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space; and develop a knowledge and appreciation of a diverse range of artists and designers; to experiment, invent and create their own pieces of artwork.</p>	<p>In EYFS, there is a continuous provision of art opportunities which make important contributions to the children's development in Expressive Arts and Design. Through child initiated and adult directed activities, pupils will explore a variety of media. Children will engage in activities that will allow them to understand the feel, movement and texture of a range of materials and media. They will use materials provided to enhance their creativity and imagination to express their ideas. Art will allow children to develop the skills of choosing and using colour for a purpose, and the skill of using simple tools competently. In EYFS, art is taught through discrete art lessons and other curriculum subjects. We also take the opportunity to teach and explore art skills through our forest school sessions.</p> <p>In years 1-6, we use the Primary Knowledge Curriculum to teach art. Lessons are taught either weekly or in 'blocks'. Each year group teaches 6 units. We have chosen to teach art weekly throughout the year as we believe that it is an important wellbeing and expressive subject. The PKC scheme uses single-year planning, so we have rearranged the units to suit our mixed-year classes. Lessons follow a similar structure to the rest of curriculum whereby prior learning is revisited, new learning is introduced in small steps and children have chance for independent practice. Children complete their artwork in sketch books, and children will build skills towards creating final pieces of artwork which are displayed in the classroom/elsewhere in the school. Where appropriate, units are placed to link with class topics.</p> <p>We have chosen PKC as it has clear progression of skills and knowledge throughout the units of work, which will support our pupils to become independent and competent artists as well as knowledgeable about art.</p>	<p><b>Formative assessment</b> – teachers' knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.</p> <p><b>Retrieval practice</b> – completed regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.</p> <p><b>Pupil behaviour</b> – children will show that they are enjoying learning art and that work has been pitched appropriately through their behaviour and attitudes during lessons.</p> <p><b>Pupils' work</b> – Work is completed in sketchbooks or as separate pieces of art, often displayed. Teachers will give feedback verbally. Work in books will show progression over a topic or unit of work.</p> <p><b>Summative assessment</b> - Progress is measured against objectives set by the teacher that term and recorded on an assessment grid which is subsequently analysed.</p>

# Primary Knowledge Curriculum

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	A	Y2 Colour and shape	Y2 Colour, shape and texture	Y2 Portraits and self-portraits	Y2 Landscape symmetry	Y2 History painting	Y2 Murals and tapestries
	B	Y1 Colour	Y1 Line	Y1 Architecture	Y1 Style in art / Narrative art	Y1 Paintings of children	Y1 Sculpture
LKS2	A	Y4 Light	Y4 Space	Y4 Design	Y5 Take One Picture – National Gallery extended project	Y4 Monuments of the Byzantine Empire	Y4 Embroidery, needlework and weaving
	B	Y4 Monuments of Ancient Rome	Y3 Still life and form	Y3 Art of Ancient Egypt	Y3 Line	Y3 Architecture	Y3 Modern architecture
UKS2	A	Y6 Art in the Italian Renaissance	Y6 Renaissance architecture and sculpture	Y5 Art from Western Africa	Y5 Chinese painting and ceramics	Y6 Impressionism and post-impressionism	Y6 Art in the 20 <sup>th</sup> century – modernism and beyond
	B	Y3 Anglo-Saxon art	Y5 Islamic art and architecture	Y5 William Morris	Y5 Victorian art and architecture	Y5 Print making	Y5 Style in art