

# King Ina Church of England Academy

## Curriculum Overview for Art

Our curriculum approach to art reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

In particular, we are eager for all our pupils to cultivate their own passion for art.

The name of the current curriculum lead is on the school website on the curriculum page.

### Intent

At King Ina Academy, we believe that developing our skills in art is important to the development of creativity, imagination and reflective, critical thinking. We intend to provide children with opportunities to express themselves through their interests and ideas and reflect on the world around them through a series of lessons. These lessons help build on existing skills and develop new ones.

Art should be fully inclusive to all children and provide stimulating challenges. We intend to provide a safe environment where children are not afraid to take risks and make mistakes. They are encouraged to reflect on their work and compare it to the work of others. Children are given the opportunity to ask questions, which fosters their curiosity and form opinions of their own. This aims to help develop their own personal style. Art is subjective and therefore it is important that children are exposed to different perspectives.

We intend to introduce children to a range of different artists, including those in our community, inviting creative individuals into school and working with them when possible.

Cross-curricular links are important at King Ina Academy. Children are given the opportunity to develop their skills across a range of subjects and topics. Art is alternated with DT so that in each term art is taught in one half of the term and DT the other. Teachers are given the choice of which half-term they teach art so they can link it to other subjects where most appropriate.

It is important that children develop their skills in a variety of different areas such as in drawing, painting, sculpture and other art, craft and design techniques. They should boost their creativity by having the opportunity to experience and experiment with a range of different media and materials.

### Implementation

At King Ina Academy, art is taught across all year groups. We base our teaching on the National Curriculum and EYFS Statutory Framework. We use the National Curriculum and the program KAPOW to help plan our lessons. This ensures we are providing a series of lessons that build on each other. Opportunities for the teachers to engage in joint planning and access to the progression of skills document allows them to plan lessons that build on skills taught in the previous year. Re-teaching skills from previous years is important to ensure progression of skills year on year, deepening and challenging previous knowledge.

We teach art across the year, linking it where possible to other subjects being taught. It is taught in one half-term every half term so that children can cover 3 out of the 4 KAPOW units. The children's next teacher then checks which units have been taught previously so they cover the unit not taught the previous year. Each year group teaches the units suggested by KAPOW for that year group. Although, teachers do have the freedom to adapt the lessons slightly to fit the ability of the children and link it, as suggested above, to other subjects being taught at that time of the year.

Sketchbooks are utilised to allow children to record and develop their ideas, look back on previous work, be reflective and witness their own progression as it happens. They are passed up to the next teacher to help find a starting point for future lessons. The children carry their sketchbooks with them as they travel up the school, building on their journey from year to year.

Teachers model the skills and tasks they plan so the children have a clear understanding of what is expected of them. During lessons, the artistic vocabulary being taught is also modelled. This is to support the children to use artistic language in context.

Links to the community are encouraged. Children's work is sometimes then displayed in the community for the public to look at and enjoy. Sometimes, enrichment activities and trips outside of school are planned to help inspire the children.

Work is celebrated to encourage children to do their best and to take pride in the work they have created. Work is displayed on class display boards and children are encouraged to share their work with their parents when taken home.

### **Impact**

Sketchbooks are important for showing the progress the children have made across the year. They are personal to the children and are a safe place to be creative. Sketchbooks should show how the children have built on initial ideas and reviewed and modified their work. Evidence of sequenced, well-planned and effective lessons should be clear. Children and staff can see where they have started and how they have reached their final project/s. Teachers will use the outcome of each lesson to help inform the next, ensuring that all children have been challenged and supported effectively. Teachers will assess children by looking at the work in sketchbooks, asking questions and assessing written and verbal evaluations, given by the children, of their work. They will evaluate how confident the children are in using the correct terminology when answering questions and when describing what they have done. At the end of each KAPOW unit, there is a flashback quiz so that the children can recall learning from the unit and teachers can be sure knowledge has been embedded. Children should be confident in talking about what they have learnt and why, remembering and building on this each year. Teachers have a copy of the progression of skills and knowledge document to refer to, when assessing and marking work, to check children are making age-related progress.

### **EYFS**

When beginning their art journey at King Ina, children are introduced to various art tools and equipment where there is an emphasis on safety and proper usage. Focus is put on holding paintbrushes and pencils correctly, as well as using scissors and cutting tools. This ensures that they develop the fine motor skills necessary for artistic expression. Children are encouraged to experiment with different art media to make marks and, as the year progresses, children are gradually introduced to more complex activities such as junk modelling, fine motor play and mark making. This gradual progression allows children to build on their skills over time. Each half-term, the children take part in a topic outcome day and focus on one artist. During topic outcome days, children are able to apply the skills they have learnt to create their own masterpieces, based on their current topic, using the artist's techniques. This approach connects art to broader cultural and historical contexts. A record of the children's work is kept in a floor book, showcasing their creative development over time. Children are assessed continuously using the Development Matters document. This assessment informs teachers' planning and helps identify areas where the children may need additional support or challenges. The ultimate goal is for children to achieve their Early Learning Goals in Expressive Arts & Design. This aligns with the broader aim of helping children achieve a good level of development by the end of the reception year.