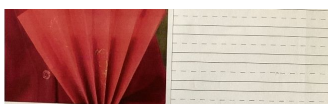


# What does 'Art' look like at Adswood Primary?

## 1. Progression of learning - Sticky Knowledge

| Art: Key Stage 1                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                |                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Using Materials                                                                                                                                                                                                                                                                                                         | Drawing                                                                                                                                                                                                                                                                              | Use colour, pattern, texture, line, form, space and shape                                                                                                                                      | Range of artists                                                                                       |
| <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>                             | <ul style="list-style-type: none"> <li>Study a range of artists, craft makers and designers</li> </ul> |
| <b>Year 1</b> <ul style="list-style-type: none"> <li>know how to cut, roll and coil materials</li> <li>know how to use IT to create a picture</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>know how to show how people feel in paintings and drawings</li> <li>know how to use pencils to create lines of different thickness in drawings</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>know how to create moods in art work</li> <li>Know the names of the primary and secondary colours</li> <li>know how to repeat</li> </ul>                | <ul style="list-style-type: none"> <li>describe what can be seen and give an opinion on it</li> </ul>  |
| <b>Year 2</b> <ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>know how to make a clay pot</li> <li>know how to join two clay finger pots together</li> <li>know how to use different effects within an IT paint package</li> </ul> | <ul style="list-style-type: none"> <li>choose and use three different grades of pencil when drawing</li> <li>know how to use charcoal, pencil and pastel to create art</li> <li>know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul> | <ul style="list-style-type: none"> <li>know how to create all colours</li> <li>know how to mix paint</li> <li>know how to mix paint with point by</li> <li>know how to mix paint by</li> </ul> |                                                                                                        |



| Knowledge Organisers: Year 1 |                                                                                                                            |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| World Topic                  | Example                                                                                                                    |
| cut                          | To cut material with scissors. You can cut a line you have drawn or use the scissors to make different shapes or patterns. |
| roll                         | To roll material to make a shape to round.                                                                                 |
| coil                         | To arrange or roll a material into a spiral, more complex shape.                                                           |
| primary colours              | red, blue and yellow. Three primary colours cannot be made from other colours.                                             |
| secondary colours            | orange, purple and green. Three colours that can be made from mixing two primary colours.                                  |

KS1 and KS2 follow the National Curriculum objectives to ensure progression of learning and coverage as our learners advance through school. Learning follows a clear sequence in each year group and is divided into four main areas, **Using Materials, Drawing, Use Of Colour/Pattern** ect and **Range of Artists** so that a range of different skills can be built up.

Knowledge organisers have been introduced for each year group which identify key skills outlined in the National Curriculum. These now support and directly link to our **Silk & Stone** curriculum which weaves the teaching and application of art through subjects such as; history, geography and science.

Art is used to showcase learning in a cross-curricular manner which deepens the understanding of these subjects as well as enriching the learning through creative experiences.

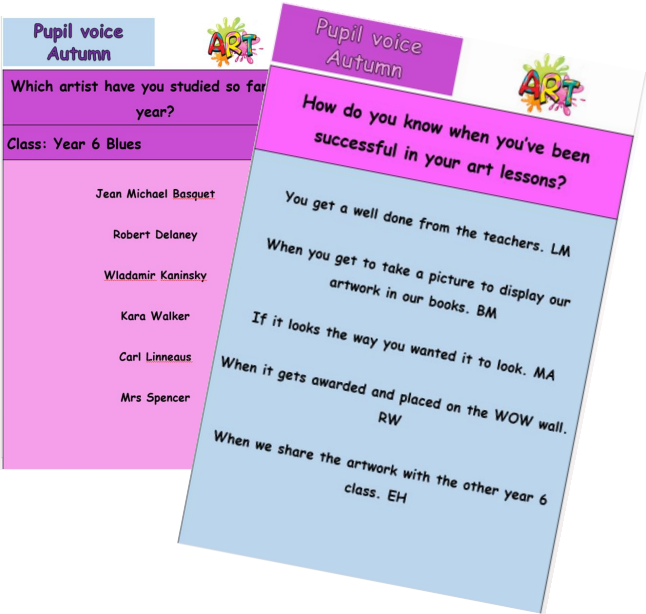
## 2. Whole School Overview

All staff are encouraged to choose from a wide range of global artists, both modern and historical.

Consideration must be made about the gender, social and economic background and style of artists we expose our learners to.

In previous years, Art has been explored using a 4C structure for the teaching and learning sequence, **CONTENT, COMPOSITION, CREATION** and **CONNECTIONS**. This is still in place to enable to children to fully explore a piece of art, think how it has been created and why before imitating the specific style or taking ideas from the original. More recently, existing artwork has been introduced through history or geography links to build up a cohesive picture of Silk & Stone learning threads. Instead of being taught discreetly, artwork is now interwoven within topic based work so that it is more memorable for all of our learners.

### 3. Learner Voice



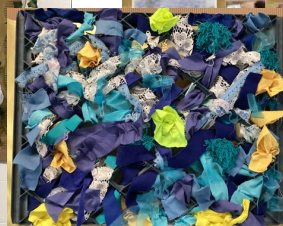
Learner voice informs staff that pupils are being introduced to a range of art experiences, from specially chosen artists to working with specific mediums. Learner Voice also indicates how our children see their successes and offers invaluable suggestions about how to improve lessons to meet the interests of the children.

### 4. Art Sketchbooks



Every KS1 and KS2 child has their own sketchbook which showcases the pupils' learning. It evidences national curriculum coverage, yearly sticky knowledge and the decision making processes the children go through to achieve their final outcome. These sketchbooks show progression of skills throughout a unit before the children reach their final outcome. Children are encouraged to annotate their sketches to express their feelings about the effectiveness of their work. Children's sketchbooks can become an immediate display piece showing impact around school. Clip boards in the entrance hall means that positive examples can instantly be celebrated, giving the children a sense of pride.

## 4. Theme Weeks - Amazing Artists / Victorious Voyages



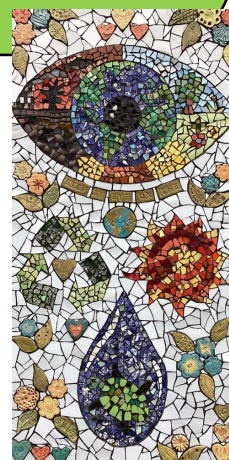
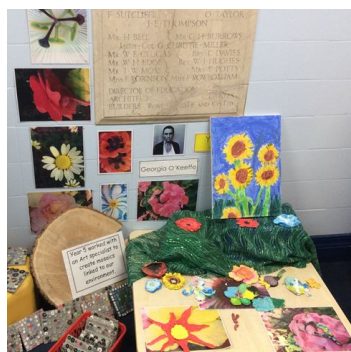
During our theme weeks, all children across the school engage in 'Amazing Artists' by producing individual outcomes in response to three world famous art pieces. Since joining the Victorious Trust, we have also taken part in *Victorious Voyages* which encouraged learners to produce a textile 'Hat Walk', group collages using recycled materials and hand sewn purses in order to demonstrate the Trust values; Caring, Achieving, Inspiring, Discovering and Improving.

## 5. Learning beyond the classroom Education.

We have had exciting VVE opportunities where learning beyond the classroom is brought to life. Examples include: Art being showcased in Stockport Art Gallery, creating colourful images to be transferred onto metal signs as parts of a street art project and contributing to a permanent mosaic displayed at our school entrance.

Children are encouraged to use the whole school surroundings, especially the Sunshine Garden to take photographs or as a calm space to work in.

Art is celebrated throughout our school with exhibitions in the entrance hall and Art Gallery.



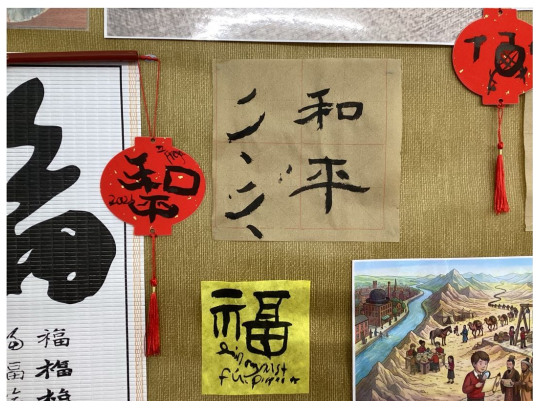
## 6. Self and Peer Assessment

Where possible, we aim to allow pupils to self and peer assess their own work and that of their peers in order for them to see where they have made errors and self correct them and make suggestions for their peers. This is displayed in our marking and feedback policy and will be labelled in pupils books as SA/PA



## 7. Staff CPD

Year group teams are able to either plan with the Art Lead or be supported in class in delivering key learning objectives. Years 3/4 and 5/6 have the additional benefit of working in larger staff teams of 3 to share their experience and creative ideas. Teachers are part of the learning process themselves through VVE opportunities whereby specialists have been invited into school to teach Shang Dynasty symbols, create Chinese lanterns as well as learning to weave fabric strips during a trip to The Silk Museum,



## 8. Inclusive pedagogy

Adaptive teaching strategies are predominantly outcome led. All learners of varying abilities are able to thrive in our art lessons. Key skills are taught to the whole class though scaffolded images are offered to support learners where necessary.