

How we teach the wider curriculum

Art

At St Peter's, we aim to deliver a rich, broad, balanced, diverse and engaging art curriculum. We hope to develop creative thinking skills to ensure that our pupils not only learn the technical skills of art, but that they have many learning experiences through the art that they do. We strive to encourage future artists with the skills and knowledge that will empower them to make their own creative choices, and to communicate their ideas confidently through drawing, making and designing. We aim to show our children the relevance of art in our lives and communities, and to model to them the journey of art through sketchbook development, choice of media and discussion. We strive to nurture the importance of being self-critical and reflective, and to take inspiration from a diverse range of artists around the world and throughout history. At St Peter's, we recognise the importance of the arts, and aim to ensure every child is given opportunities which promote and nurture their strengths and potential as a budding artist in the future.

Subject concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

Subject concepts for art

All art subject concepts below will be taught at least once in every 2 year milestone. However, we feel it is important and relevant to **explore and develop ideas**, and to take inspiration from **linked artists** throughout all of our art teaching. We also feel it is important that the children are exposed to **drawing** and **painting** opportunities as much as possible through sketchbooks and finished pieces.

In art, subject concepts are...

Exploring and developing ideas	Linked artists	Painting
Drawing	Collage	Textiles
Printing	Sculpture	

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs. Our children apply their knowledge and skills that

are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.

Emerging

Low-level cognitive demand. Involves following instructions.

Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Deepening

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

National Curriculum Coverage

In Key Stage 2, we feel that art lends itself well to a topic approach. The children develop their ideas through their sketchbooks over a number of lessons that gradually build to a finished piece which relates to the termly topic.

SUM	<u>The Arrival</u> Pencil Sketches based on Shaun Tan DRAWING	South America Beatriz Milhazes Collage COLLAGE, PRINTING, SCULPTURE
SPR	<u>France</u> Paris Watercolours PAINTING French / Moroccan Fabric TEXTILES	<u>We are Britain</u> 3,000 Chairs Project DRAWING, PAINTING
AUT	<u>Ancient Greece</u> Mythologica Collages COLLAGE	<u>Ancient Egypt</u> Canopic Jars DRAWING, PAINTING, SCULPTURE, TEXTILES
SUM	<u>Settlement</u> Orphans of the Tide – Sea Prints PRINTING	<u>Cities and Mountains</u> Belonging DRAWING, TEXTILES
SPR	<u>Darwin's Dragons</u> Dragon Eye Drawing DRAWING Clay Dragon Eyes SCULPTURE	<u>Explorers</u> Printing from Nature DRAWING, PRINTING
AUT	<u>World War 2</u> Acrylic Poppies PAINTING	<u>Roman Britain</u> Roman Frescos DRAWING, PAINTING

Milestone 3

Milestone 2

In KS1, we teach a wide variety of skills in quicker succession, with more finished outcomes. This ensures a breadth of skill progression, and builds self-confidence in art from the beginning. When opportunities arise for topic based art, children will have the opportunity to apply the discreet skills that they have learned from the art curriculum.

Ocean Rescue
Fabricate
textiles

Once Upon a Time
LS Lowry
work of other artists, painting

Fire and Ice
Portraits
exploring and developing ideas, drawing

Castles and Kingdoms
Colour Chaos
exploring and developing ideas, painting

Exploring Africa
Landscapes and Cityscapes
painting, collage

Toys
Joan Miro
drawing, sculpture, printing, work of other artists

CYCLE B

CYCLE A

Milestone 1

KEY:
History Focus Topic
Geography Focus Topic
Book Focus Topic