



ST ANNE'S RC PRIMARY SCHOOL

ART CURRICULUM HANDBOOK



*Art Prayer
Dear Father,*

Thank you for giving those the gift of art which fills us with happiness and joy. As we remember some famous artist give them the strength and courage to continue to share their talents with the world. May we use our talents to create art which brings hope and peace to those who view it.

*In Jesus' name,
Amen*

Psalm

"and he has filled them with the Holy Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills- to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic crafts."

Psalm 139:13-14

National curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

key stages 1 and 2 Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products ☐ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ☐ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Intent

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. At St Anne's Primary School we aim to develop pupils' skills and knowledge, so that they leave our school with creativity and confidence. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our world.

At St Anne's we aim to ensure that all pupils:

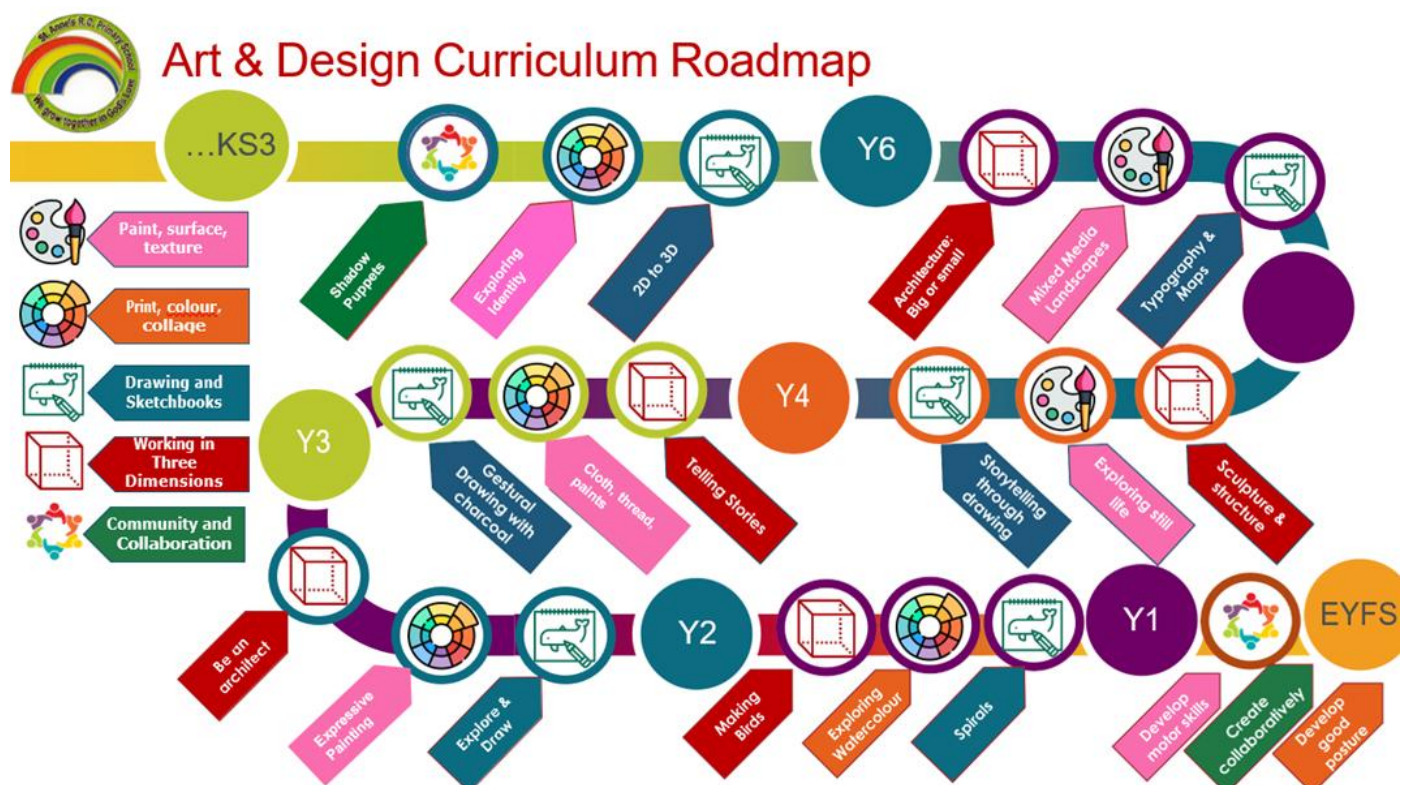
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Implementation

EYFS: Art is a vital component of the Early Years Foundation Stage (EYFS) curriculum and is taught discretely and through continuous provision. Art and design in the early years fosters creativity, self-expression, and critical thinking in young children. Engaging in artistic activities allows children to explore their imagination and communicate their thoughts and feelings in diverse ways, promoting emotional development and social skills. Through art, children develop fine motor skills and hand-eye coordination as they manipulate various materials and tools, laying a foundation for future learning. Additionally, art encourages children to observe and interpret the world around them, enhancing their cognitive abilities and understanding of different cultures and perspectives.

Early Years Framework and National Curriculum	
Nursery Development matters	Physical Development • Use large muscles movements to wave flags and streamers, paint and mark make. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Expressive Arts and Design • Exploredifferent materials freely, in order todevelop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to expressthem. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception Development matters	Physical development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Use their core muscle strength to achieve a good posture. • when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. Expressive arts and design • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to present them • Create collaboratively, sharing ideas, resources and skills
ELG- Physical Development	Fine Motor skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

ELG- Expressive Arts and Design	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used
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At St Anne's, our Art and Design lessons are taught over a number of weeks to allow children to acquire a wealth of substantive knowledge as well as learning and embracing unique disciplinary skills.

Teachers use Access Art resources, which have been designed by a set of highly skilled artists, to inform the planning and delivery of rich, fulfilling, and fun lessons. We alternate our Art and Design with Design technology each half term.

Teachers understand the need to allow time for practise and application of the skills and processes learnt, so that by the end of each key stage every child is confident in their understanding.

Children will record their work in their own sketchbook which will be passed up each year. This will enable both students and teachers to assess the progression of their skills. It will also enable students to reflect on work which they have done previously which may inspire creative thought or application to a new piece of work.

In the half terms that Art lessons are taught as part of the split curriculum they will be taught for a minimum of an hour. Certain objectives from the progression document may cover two lesson as the creative process may take a while to have a final piece/product.

Assessment

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

Every term, summative data is recorded on insight and data is collated and patterns identified.

Art and design concepts

Artists:

We have carefully curated a wide variety of artists, designers and craftspeople from across the world to give the children a broad knowledge of both modern artists and historical or traditional artists. We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world

Sketchbooks:

At St Anne's we believe that in whatever setting, where sketchbooks thrive, creativity thrives. We believe first and foremost that sketchbooks are a place for expression and ownership. The children take their sketch books up to their new class each year for pupils to see their progress in their skills and application.

Substantive knowledge:

The substantive knowledge has been specified for each lesson. This knowledge is based on 'to know what?', what is it that we want our pupils to know?

Disciplinary skills : The disciplinary knowledge has been specified for each lesson. This is a combination of 'to know how?', how do we know this? as well as enquiry; 'to consider why?'. The aim of this line of enquiry is to encourage the children to question, ponder and form their own informed opinions of art and design – becoming a 'artist'.

Key Concepts:

Our art curriculum is structured around three key disciplines that enhance children's artistic development and understanding.

1. **Drawing and Sketchbooks:** This discipline emphasises the importance of observation and expression through drawing. Children are encouraged to use sketchbooks to explore ideas, experiment with techniques, and document their artistic journey, fostering creativity and critical thinking.
2. **Paint, Surface, Texture / Print, Colour, Collage:** In this area, children learn to manipulate various materials and techniques to create dynamic artworks. They explore the properties of paint, experiment with textures, and engage in printmaking and collage, allowing them to express their individuality and develop their visual language.
3. **Working in 3D / Community and Collaboration:** This discipline focuses on three-dimensional art forms, encouraging children to create sculptures and installations. Through collaborative projects, they learn the value of teamwork and community, enhancing their social skills while exploring the tactile and spatial aspects of art.

Together, these disciplines provide a comprehensive framework for children to engage with art, fostering both technical skills and personal expression

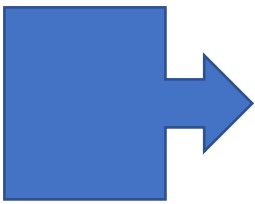
Lesson design

At St Anne's RC Primary School, we are committed to providing a high-quality education that meets the diverse needs of all our children. Our adaptive teaching approach is underpinned by our core values of love, responsibility, and respect and our St Anne's 5 a day.

Each lesson will use the key knowledge provided in the curriculum. Following our 'St Anne's 5 a day' adaptive teaching cornerstones, the lessons are designed to have explicit instruction (I do, we do, you do model created by Doug Fisher and Nancy Frey (2007)), as well as metacognitive approaches to learning through 'chunking' of new information, with short bursts of activity to ensure that new knowledge is embedded. We also make use of scaffolds to support learning where needed, so that our pupils can become independent learners.

By breaking the lesson into manageable chunks, teachers help students process information incrementally, reducing cognitive overload and enhancing retention.

To check the children are retaining the information taught during the lesson we will:



Enough correct	Practise, consolidate, move on
Not enough correct	Re-explain. Questioning, further chunking, modelling, further scaffolding, re-check for understanding

All topics start with a topic cover page

All lessons follow the same structure for a consistent approach:

1. Recap – This is to recall previous learning.
2. Introduce WALT – What skill are we focussing on today?
3. Vocabulary – New vocabulary as well as vocabulary from previous lessons are revisited. We use dual coding for a deeper understanding.
4. Quizzing of vocabulary – we quiz to check the understanding of new vocabulary.
5. Substantive/procedural knowledge/enquiry – teacher to demonstrate in sketchbook and then children to explore and create

Vocabulary

To further support vocabulary development, we employ dual coding strategies, which combine visual and verbal information to enhance understanding and retention. This approach helps children make connections between words and their meanings, facilitating deeper learning. Additionally, we utilise a variety of engaging activities, including our 'word wall' initiative, where key vocabulary is displayed and revisited regularly. This purposeful planning ensures that vocabulary is not only taught but also reinforced, allowing children to remember and use new words confidently in different contexts.

At St. Anne's RC Primary School, we recognise the critical role of retrieval practice in enhancing children's ability to remember and apply knowledge. Retrieval practice involves actively recalling information from memory, which has been shown to strengthen neural connections and improve long-term retention. By regularly engaging children in activities that require them to retrieve previously learned material, we not only reinforce their understanding but also help them develop essential skills for independent learning. This approach allows children to identify gaps in their knowledge, address misconceptions and build a more interconnected understanding of the curriculum.

Beginning of unit	Beginning of every lesson	End of the lesson	End of the unit
At the beginning of a unit teachers will explicitly tell children which artistic discipline they will be looking at.	At the beginning of every lesson, the children complete a recap which refers to the previous lessons within the sequence of learning. This provides children opportunity to recall prior knowledge and make connections between this and new learning in the lessons	At the end of the lesson, children can share their work with the rest of the class.	At the end of the unit, the children have the opportunity to share their work and peer assess. Learning to critique and complement