

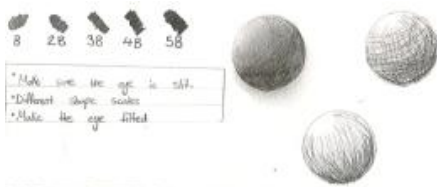
The art curriculum is built around **7 schemas**:



Vocabulary is explicitly taught at the beginning of each lesson and referred to throughout.

To disrupt the **forgetting curve**:

*We have a spiral curriculum,
Each lesson begins with a FFT,
Sketching and line form key parts of every art unit.*



Where appropriate, the teaching of art and design is linked to deepening pupils' understanding of their BIG question. Pupils begin by exploring and evaluating a selected artists, architects or designers work before developing the skills needed to create their own interpretation. At South Bersted, we believe in providing clear steps to success and planning opportunities for pupils to practise their skills before completing a final piece. This supports our aims of creating high quality art, craft and design. Evaluating theirs and others' artwork is a key part of our art and design curriculum and links to our approach of growth mindset.

Exploration and experimentation is done through the use of a whole or double page.

Children should be encouraged to explore different techniques and media.

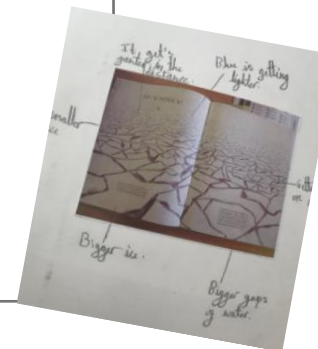
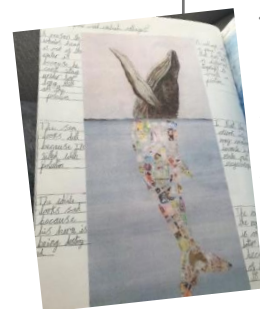


Feedback is:

Specific to the skills and vocabulary,

Pupils annotate their work,

Provided by peers and adults throughout lessons.



We effectively **model** learning through:

I do, we do, you do,

Think aloud, (what do I know already that will help me)

Show worked examples,

Having our own sketch books.

We use **scaffolds to** support **independence**:

Prompts,

Part worked examples.

Learning is **sequenced** toward an end point to:

Children develop and practice the key skills to create a high-quality final piece of artwork.



How are sketch books used?

- Artists begin using a sketch book in Year 1.
- Artists use their sketch books to explore the taught skills.
- Artists must focus on filling the page. The choice to use a single or a double page is made by the class teacher.
- At the end of a unit there must be evidence of the final piece.
- There must be evidence of the skills developed within each lesson.
- The short date is evident.
- The LO is specific to the developed skill. In KS 1 the LO is stuck in.
- An artist's sketch book goes with them to their next year group. A new sketch book is only given when they have finished their book.
- There should be clear evidence of children evaluating their work at the end of a lesson. This will be dependent on their age.

How often is art taught?

- Across a year, children will be taught at least 3 units.
- In most cases this is one unit per term, however there may be cases where two are taught consecutively.
- In most cases, art is linked to the BIG question; however the priority is the sequence of skills and knowledge linked to the schemas of art and design.

How are resources organised?

- All resources are in the art cupboard.
- In lessons, children should have access to resources, including images, paints and sketching pencils to develop and practice the taught skills.

What is the structure of an art lesson?

- All lessons begin with a FFT based on prior learning,
- Skills must be modelled through a teacher's sketch book using where appropriate the visualiser,
- Lessons should end providing the opportunity for artists to reflect and evaluate their learning.

How is art assessed?

- Artists are assessed based on the key skills and knowledge set out in the progression document.
- At the end of each unit, these skills must be assessed on Target Tracker.
- Artists will continually review these skills through the spiral curriculum and the 7 elements of art.
- Within each lesson and across a unit, artists will have the opportunity to evaluate the work of artists, their own skills and their final pieces.
- Children should be supported through the evaluation process through the use of sentence stems and word banks.