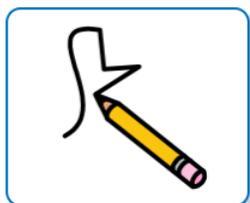


OLA Curriculum Implementation: Art

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

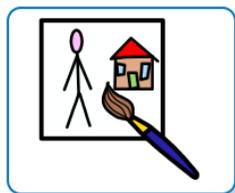
Core concepts in Art

Drawing



Using tools like pencils, crayon or markers to create art using line, shape, pattern and shading.

Painting



Using brushes with paint to create art by mixing colours and exploring different textures.

Oil Pastels



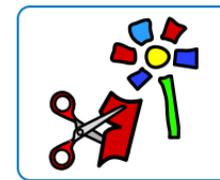
Using oil pastels to create art by drawing and blending to mix colours and adding shadows and highlights.

Sculpture



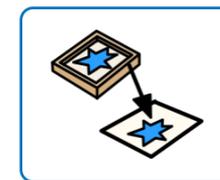
Making art using clay, paper and other materials to build 3D shapes and forms.

Collage



Making art by cutting and sticking different materials together, combining them to make one big picture.

Printing



Create pictures by pressing shapes or patterns onto paper using repeat designs and exploring symmetry.

The curriculum is mapped using these core concepts. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure that pupils develop a broad and balanced understanding of each discipline. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

Lesson Timetabling

Pupils complete one topic per term of approximately 6-7 lessons. Pupils are further given opportunities across the curriculum to apply their Art knowledge and skills, particularly within Religious Education where they investigate Religious Art and have regular opportunities to draw and paint to show their learning and understanding. In Early Years, children receive one discrete lesson per half term and ongoing access to Art activities during the continuous provision.

Lesson Delivery Structure in Art

Introduction	Lessons 2-4	Lesson 5- 7	Assessment & Reflection
<ul style="list-style-type: none">• <i>Explore the work of an artist/concept and evaluate</i>• <i>Make connections to previous learning and build on understanding</i>• <i>Explore links to Big Ideas</i>	<ul style="list-style-type: none">• <i>Make closer observations of the artists work through sketching</i>• <i>Model key techniques and vocabulary for children to try</i>• <i>Practise techniques</i>	<ul style="list-style-type: none">• <i>Own creative task</i>	<ul style="list-style-type: none">• <i>Evaluate own art work</i>



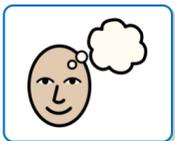
We make **adaptations** to learning in Art for pupils as follows:

- Use sensory friendly materials where possible
- Provision of visual aids, demonstrations and step-by step examples
- Adapt tools and materials e.g. easy-grip brushes, thicker pencils or adaptive scissors
- Personalised support such as peer buddy or adult to assist
- Alternative ways to express e.g. collage or sculpture if fine motor skills make drawing/painting difficult
- Allow larger-scale movements by providing larger paper or allow child to stand if preferred
- Individualised learning tasks targeting the Gateway key for the unit
- Celebrate creativity rather than perfection - showcase artwork in away that values all contributions
- Use digital tools e.g. 2Paint



We also provide **support for written tasks** in the following ways according to the need of the child:

- Allow children to describe their work instead of writing about it - adult to scribe
- Provision of suggested sentence starters
- Use of cut and stick/matching and cloze procedure paragraphs to reduce the writing load
- Use of word processing software



We **extend** learning in Art by:

- Encouraging experimentation and risk taking
- Setting open-ended tasks where pupils choose their own artistic approach
- Developing cross-curricular links e.g use art to illustrate literacy topics or link environmental art to geography topics



The Art curriculum is **enriched** for all pupils through:

- An annual topical art week and related school wide art installation and exhibition for all pupils
- Extra-curricular clubs
- Workshops run by local artists or illustrators
- Participation in art competitions