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| **How are our curriculum drivers embedded in all subjects?**Subject: Art |
| Reading  | Vocabulary  | Community  | Aspiration  | Inclusion  |
| * ***We have access to reading materials related to each art unit which inform children of a wider bank of curriculum knowledge, such as specific art movements in history, heritage or artist based, or provides a piece of art fiction for engagement (see Paisley Reading Spine and Art Reading LTP)***
 | * ***We embed progressive art vocabulary throughout each unit of art over each phase to enrich children’s language to be able to discuss knowledge of artists, experimentation, creativity and evaluation of their own and others art work with confidence.***
 | * ***We teach community in art by sharing examples of art in our local community by ways of school exhibitions and by entering our artwork in Feren’s Art Gallery in their Junior Open Exhibition.***
 | * ***We learn about inspirational artists and their creative techniques, across various art movements which inform and inspire us to create our own pieces of artwork to a high standard, for example, observing and comparing Van Gogh’s Sunflowers to local artist Claire West’s Sunflowers and experiencing her painting workshop in school.***
 | * ***All children access the art curriculum as there are no limits on expectations regardless of the child and their needs. We celebrate all achievements and aim to develop a passion for the subject in the units of work across school, for example, providing a range of experiences in drawing, painting, sculpture, collage and print over the primary years.***
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| * ***We communicate messages and meaning in art and learn how to view and examine artwork for these stories, for example the painting Banksy created in Hull named ‘Draw the raised bridge’.***
 | * ***We specifically use the vocabulary of the seven elements of art as we work to gain further understanding of techniques and skills (line, shape, form, space, colour, texture and tone)***
 | * ***We analyse community art including their purpose and impact, for example the East Yorkshire Puffins Galore Trail and local ‘Banksy’ street art.***
 | * ***We provide art visits and invite visitors to inspire our children to follow in the footsteps of great artists, for example Children’s University Paintbox visit to David Hockney’s inspired East Yorkshire/Wold’s Way series.***
 | * ***We provide child in KS1 and KS2 with a sketchbook in which they research, experiment, practice skills and techniques and evaluate work using any individualised support or scaffolding that is required, for example allowing alternative ‘closed’ activities for ASD children who find some creative activities too ‘open’, tripod pencils for children to support pencil grip and control.***
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| * ***We read labels and instructions when we choose and use materials, follow methods and techniques to create our art.***
 | * ***We use key vocabulary on our unit knowledge organisers and refer to the vocabulary as we discuss our own and other’s art.***
 | * ***We make collaborative art, working together to produce a sculpture from recycled materials or art on a greater scale thus developing our communication and team-work skills.***
 | * ***We aspire to have our work chosen to be displayed in community exhibitions, school events or internal and external competitions, for example Feren’s Open Exhibition.***
 | * ***We follow collaborative units where children work with mixed peers to create pieces of art, building a sense of community and supporting each other in their needs, for example half termly house team project afternoons.***
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| * ***We read our opinions, vocabulary and evaluations on artists, our own and others work in our sketchbooks.***
 | * ***We are proud to display our work on gallery displays created in the environment alongside vocabulary for all members of our school community to refer to.***
 | * ***We make links with artists who visit our school as part of workshops for children to experience professional artists at work and to develop their skills and techniques further, including those through Children’s University and through Sirius West, our main feeder secondary school.***
 | * ***We use our vocabulary and art knowledge to peer assess art-work and self-evaluate our own work, aiming to reflect critically, drive our aspirations and make improvements.***
 | * ***We learn to show respect for our peers and consider how to communicate our opinions constructively, for example during evaluation sessions.***
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| * ***We access and read artists plaques during set homework activities, such as visiting specific curriculum art exhibitions, for example the ‘Brick by brick’ Lego exhibition at Ferens Art Gallery, and map reading researching Street art around Hull’s Fruit Market or the Puffins Galore Trail.***
 | * ***We use key vocabulary during school exhibitions when we discuss our work with teachers, peers and parents.***

 | * ***We take part in community business projects such as Becker’s recycling week poster, creating artwork for the local Hepworth Arcade in Hull City Centre and designing Christmas cards for The Constellation Trust.***
 | * ***We develop and apply our skills through units to inspire us in our future careers, for example in the unit World of Work we learn about portrait artists and look at real-life adverts for Disney character/costume designs.***
 | * ***We encourage all members of our school community to have a positive ‘can do’ attitude towards art and view the subject as a medium for improving mental health and well-being, for example allowing children to use sketchbooks during the day as a means of relaxing and being creative whilst also improving skills and techniques.***
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