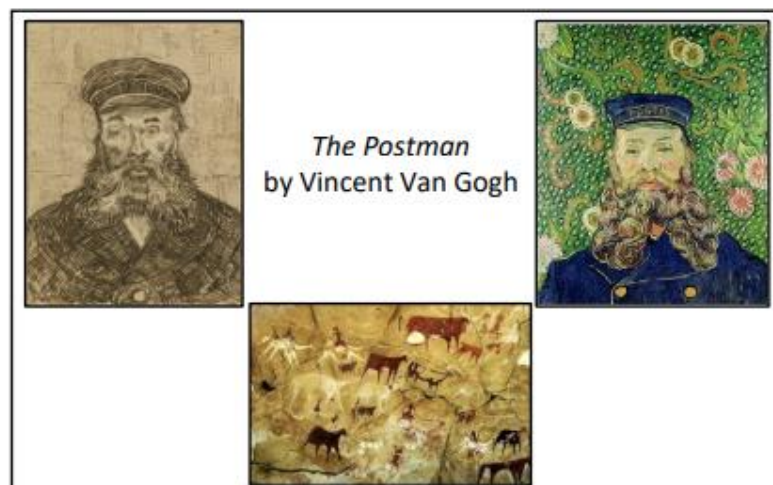


## Art at St Mary's Catholic Primary School

Children develop their skills within Art through explicit teaching of Artists, gaining knowledge on techniques as well as practically “doing” skills. At St Mary's we want to develop children in to thinking that “I am an Artist.” When planning a learning module teachers can identify what they want the children to know and what we would like the children to do. Teachers break this down into a series of lessons which builds upon knowledge and skills. To support identifying knowledge and skills teachers can focus on the ‘big idea` at the beginning of each topic which is included in planning;

Lesson 1	Lesson 2	Lesson 3
Invent marks and repeat for effect	Combine drawing and resist  Mix colours and combine shapes and marks	Respond imaginatively to a story or poem about an invented creature

At the end of this block, pupils will ...	
Know:	Be able to:
There are lines and patterns in natural objects  A range of effects can be made with paint	Identify lines and patterns in nature (rocks and fossils)  Use a range of specific painting techniques



In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.

Teachers follow an aspect of “working artistically in each lesson.”

Working Artistically is split into the following subcategories:

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures.  These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

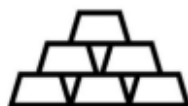
## Revisiting prior learning

Before each learning module teachers should acknowledge the prior learning the children have received- how does this fit into what we are about to teach? Is this a new skill or have the children been exposed to this before? How can you make reference to prior learning in order to help teachers identify this skill? For example;

# Y3 Drawing and Painting – Block A

Pupils will be able to:

- explore mark making using a range of tools and media
- use different brushstrokes to make a variety of marks



**Prior Learning**

- combine the visual and tactile quality of paint
- talk about their work and that of others using appropriate vocabulary

There is also a progression of skills document so that teachers can see what has come before in all year groups and where their learning links to future skills within each topic.

## Connect (Revisit prior learning)

Children have the opportunity to revisit prior learning this can be in the form of:



Connect

- Targeted questioning
- Discussions and analysis of last lesson as a class.
- Thought map (Class or individual)

## Explain (Explicit vocabulary teaching)



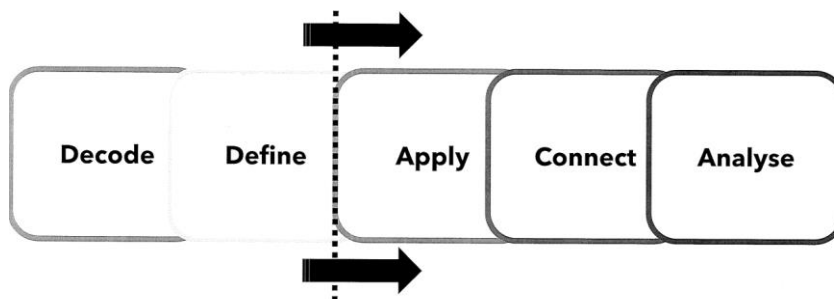
Explain

Here the children should be exposed to subject specific vocabulary that will need to use within the lesson. These are split in technical vocabulary and core knowledge explanations. For example;

Technical Vocabulary	Definition
cross-hatching	involves drawing a series of parallel lines to create tonal effects similar to rough shading: the closer the lines are drawn together, the darker the shading will appear
texture	the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard
monochrome	a picture which contains shades of only one colour or black and white

Core Knowledge	Explanation
composition	A composition is the way people or objects in a painting or photograph are arranged.
focal point	The focal point of a picture is the person or object which is the main point of interest.
form	The shape of a person or object is known as its form.

It is important that children are not only introduced and exposed to this vocabulary but that they also have the opportunity to unpick the word meaning and apply it within a given context:



During the explain section of a lesson children should be made aware of how this next learning module fits in with our prior learning and how it will enable to take our learning further within the next lesson. The learning journey should be made clear to the children- the big ideas support this!

**Example (My turn- teacher modelling):**



In this part of the lesson the children will be exposed to clear worked examples and key substantive knowledge supported by the use of the vocabulary explored earlier in the lesson. Here is where children receive the new knowledge and skills, they will need in order to answer the learning question at the end of the session. During the example videos, Curriculum Visions and other sources can be used to support children in accessing the key learning themes. Here

are some examples of ways children can be encouraged to engage with the information they are given:

- Highlight their knowledge note as they hear key vocabulary referred to
- Highlight key words on PowerPoint slides, when you come to these words children can stand up (great movement break), clap etc. to show they are following
- Get children to draw images as the teacher talks to help them understand
- Children can practise skills and annotate sketchbooks as examples are being shown
- Use of modelling skills and visuals for children to look at and refer to

## Attempt (Our turn):



Attempt

Children will attempt to use the things you have shown such as vocabulary, language, practise, organising and selecting the content. Children can refer to their knowledge note to support them. This does not always have to be written down- it can be rehearsed. Here is the opportunity for diagnosing through questioning and observation. Teachers have the opportunity to intervene and address misconceptions. Here children can use resources such as:

- Paints/materials/cloths/pencils etc
- Wordwall or physical tasks
- Image resources to reinforce vocabulary
- Practise saying, identifying and giving an example

## Apply:



Apply

Children start to consolidate apply what they know through the use of thinking hard tasks. Pupils should select, organise and integrate their learning. Pupil will try out techniques and link to artists.

## Challenge:



Challenge

Questions and retrieval practise- asking questions around the content and of themselves. Use what you know and show how you can answer those questions. This could be in the form of:

- Reflection and evaluation.
- Annotating attempts and applied techniques.
- Summary
- Explanation
- Verbal questions about the content

## Sketchbooks

- Knowledge organiser stuck in the book at the beginning of each new learning module
- Always use a double page spread per lesson
- Always have the date and Learning Objective at the top of the page (long date) (KS1 can use labels)
- Knowledge note to be stuck on either the left hand side, middle or right side for children who are left handed (adaption) One per topic.
- Children have the opportunity to attempt to apply their substantive knowledge and skills taught
- Children have opportunity to reflect on their artwork
- Children are able to reflect and refine their artwork.

### **Y1 Painting – Block B**





## Working walls:



- Art Big idea
- Reference to what the children are learning about
- Key vocabulary with definitions
- Diagrams/images relevant to subject
- An example of children's learning
- Reference to artist if appropriate.

## SEND: Adaptations in Art include but are not exclusive to:

- Use of the securing knowledge note
- Chunking/cutting/folding or adapting the knowledge note further
- Highlight key information
- Use of visuals e.g. hexagons
- Reducing content e.g. less hexagons and focusing on 3 main parts
- Wordwall resources replicated for desk use.
- Labelling or TA annotated tasks
- Photographs. Enlarged examples.
- Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them.
- Individual task boards to enable children to follow a series of steps where a task has been broken down into smaller, more manageable chunks e.g the process of using mod-roc in photo steps.
- For pupils with sensory sensitivities adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Some children may want to feel paint with their fingers before they use a paintbrush.
- Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

Be mindful that just because a child is on the SEND register that they can achieve in-line with their peers- there will be individual adaptations in these cases- **children with SEND have the right to think hard too!**

### **Further challenge:**

It is crucial that children have the opportunity to deepen their knowledge and understanding through further opportunities to challenge. This can be presented as:

- Comparative tasks (slightly more challenging)
- Children to think of their own questions to challenge another to think deeply about the content within the lesson – how could you refine your artwork?
- Scenario/case study tasks
- Compare current learning to prior learning
- Challenge children to consider situations e.g. why do you think Van Gogh chose to paint what he did?
- Reflect on articles around the topic being study- personal response

**Assessment:** Teachers have a blue assessment folder where assessment records are kept. For each lesson teachers will identify children who required support and those who exceeded the lesson expectations. Lesson plans will also be included to show assessment notes/annotations to guide the next the lesson.

**Presentation:** Teachers always have high expectations of presentation and address as necessary and make adaptations where needed (for example where a child has a special educational need).