

Subject on a page:

Art

At Meopham Community Academy, we want every child to work collaboratively and creatively to solve real life problems in Art and across the curriculum with resilience and respect.



Intent - we aim to...

inspire children to think innovatively and develop their understanding of creativity in Art.

give children the knowledge and skills to experiment, invent and create their own works of art, craft and design.

provide a means of helping children to express their ideas, thoughts and feelings.

develop critical thinkers who gain a deeper understanding of the subject as well as art forms that have shaped our history and culture.

Enjoy
Learn
Aspire

Our whole school values of Respect, Integrity, Resilience, Equality and Aspiration and our motto of 'Enjoy, Learn, Aspire', drive our curriculum and everything that we do.

'Enjoy' is to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire" aiming to build positive memories and become life-long learners.

'Learn' is to ensure that all of our pupils, irrespective of background or needs, successfully reach their academic goals through high quality teaching, hard work, determination and persistence.

'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach. To have high aspirations for their future and know all of the available opportunities open to them.

Implementation- How do we achieve our aims?

Develop ideas

Threshold Concepts
Master practical skills

Take inspiration from the greats

Milestone 1

Milestone 2

Milestone 3

Basic

Advancing

Deep

Basic

Advancing

Deep

Basic

Advancing

Deep

Threshold Concepts- The big ideas that form the basis for the subject schema

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Our curriculum design and teaching is based on evidence from cognitive science; three main principles underpin it:

- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength
- Interleaving helps students to discriminate between topics and aids long-term retention
- Learning is most effective with spaced repetition.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time. Our content is specific to each area of Art. We make intra-curricular links to strengthen schema.

Milestones - the goals that students should reach at the end of a two-year period

For these reasons, milestones are revisited throughout a 2 Year period to develop a basic, advancing and then a deep understanding.

Implementation (continued)

The **threshold concepts** underpin every unit in the curriculum. **Facets of knowledge** strengthen each area and interweave between the concepts. Children learn about a variety of **aspects of Art**.



Facets of knowledge

Media and materials

Techniques

Effects

Colour theory

Emotions

Artists and artisans

Styles and periods

Visual language

Process

Strong foundations In EYFS & KS1 you will see...

- Children responding to ideas and starting points, collecting visual information and exploring different methods and materials.
- Children developing emerging skills in drawing, painting, collage, sculpture, printing, textiles and digital media.
- Children describing the work of notable artists. They will use some of the ideas of artists studied to create pieces.

Develop ideas

Master practical skills

Take inspiration from the greats

Building blocks In KS2 you will see...

- Children developing and imaginatively extending ideas, adapting and refining these as they progress. They will collect and present information, sketches and resources and comment on artworks using visual language.
- Children deepening and mastering their skills in drawing, painting, collage, sculpture, printing, textiles and digital media.
- Children replicating techniques used by notable artists. They will show how the work of those studied was influential in both society and to other artists and create original pieces that show a range of influences and styles.

Emotions

Process

Visual language

Vocabulary

Effects

Techniques

Media and materials

Colour theory

Artists and artisans

Styles and periods

Schema



Impact- How will we know we have achieved our aims?

Children enjoy their Art lessons and are keen to develop their understanding further. They speak confidently about their knowledge of artists, art forms and practical skills.

Sketchbooks are an individual record showing a range of skills and techniques. Children practise and revisit techniques and annotate their work with their ideas and opinions using visual language.

Children are exposed to a wide range of art forms, engaging in individual and collaborative work. They link their work to the techniques of notable artists. Teachers pursue Journeyful Teaching, exploring art with the children.

The depth of the children's knowledge and understanding are assessed within each lesson. Children are assessed as having a basic, advancing or deep level of understanding, taking into consideration the depth at which they are able to answer the key questions for that lesson and ultimately, the 'Big Question' for that term. Knowledge webs are also used to answer the term's 'Big Question' at the start and end of each term.

Teachers can then use this assessment to provide support and inform future planning.

Pupil voice

Pupils' books

Lesson visits

