



Groveside
School

Primary Art

Curriculum Statement



Primary Art Curriculum Statement

Groveside School aims to inspire pupils and develop pupil confidence to experiment and invent their own works of art. The scheme is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The Groveside Art scheme of work is designed with five strands that run throughout. These are:

- **Generating ideas**
- **Using sketchbooks**
- **Making skills, including formal elements (line, shape, tone, texture, pattern, colour)**
- **Knowledge of artists**
- **Evaluating and analysing**

Units of lessons are sequential, allowing pupils to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- **Drawing**
- **Painting and mixed-media**
- **Sculpture and 3D**
- **Craft and design**

Creativity and independent outcomes are robustly embedded into our units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Groveside' curriculum is designed in such a way that pupils are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, pupils will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The expected impact of following the Groveside art scheme of work is that pupils will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.

How is reading promoted in Art?

All teachers are expected to be aware of each child's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their artistic knowledge.

Measuring impact in Art

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in Art. This system uses the **Groveside Progress Steps** Assessment Framework.

All the knowledge and skills that we would like our learners to achieve by the end of the Key Stage are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

Pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

1 - Fully Supported

2 - Partially Supported

3 - Independence

4 - Wow (transferrable skills /Application)