



Art at Pearson Primary School

Intent

- The Art skills we develop are informed by the Art Primary National Curriculum, its intended purpose and the needs of the children at Pearson Primary School. We use these to plan Art units of work that support clear skills and knowledge progression that engage our children and inspire them to be creative.
- The whole school Art overview ensures children begin their Art journey in EYFS through safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture and form.
- In KS1, children study the artists Wahoo, Kandinsky, Lowery and Makintosh with the aim of producing work in the style of these artists. In LKS2 children will study the artists Sher-Gil, Hockney and Banksy, but will draw on their knowledge of artists from previous learning too, to inspire their art. Children in UKS2 will apply their knowledge and understanding from their art journey at Pearson and use a tapas approach to demonstrate which prior learning has inspired their artistic style.
- All children will undertake drawing and painting units every year.
- Collage and sculpture will be studied once every phase 1/2, 3/4 and 5/6. (See LTP).

Implementation

- Teachers create a medium-term plan for each unit that includes a sequence of lessons which carefully plans for clear skills, vocabulary, and knowledge progression in all required areas of the Art process.
- Drawing skills will be developed at the start of each year as an opportunity to show clear progression and support the children in understanding that skills build year and year. This also gives us the chance to celebrate this as a school community through shared displays/assemblies/art galleries/sharing with previous class.
- Personalised learning is developed for all pupils following an initial pre-assessment of skills. This will be through how content is taught, learnt and demonstrated over the unit.
- MTPs are developed to ensure that current learning is linked to previous learning across year groups/phases.
- Key vocabulary relevant to Art is identified across all year groups and use is promoted, through teacher modelling and displays in classrooms. Language is a key driver at Pearson Primary School due to the high percentage of pupils with EAL.

Impact

- We use a variety of strategies to evaluate the knowledge, skills and understanding that our pupils have gained in each unit: a pre assessment of skills; skilful questioning throughout each lesson; and the final piece of art.
- Evidence of learning at Pearson Primary will be recorded within a dedicated art book that will follow the child from EYFS through to Year 6. This, and a final piece of art, will form the basis of teacher assessment at the end of each unit.
- Leaders will monitor the quality and impact of the Art Curriculum through a record of the final piece of art, regular book looks, lesson drop-ins and pupil voice, to assess the extent to which pupils know more about artists and can apply artistic skills. This will inform which areas of art need further input or support.

SEND

Our ambition is for all pupils at Pearson Primary School to have access to the full Art Curriculum. Where appropriate teachers will adapt lessons and resources to enable all pupils to access learning. However, we are aware that with the needs of some children this is not always possible. In these rare cases, we will ensure that those children are involved and immersed in developing one of their key skills through the Art theme or artist.

Sequence – Unit

- **Pre assessment**
- **Immersion** – students become engaged in a new topic. They are introduced to a piece of art or an artist.
- **Content delivery** – children, age and stage appropriately, learn about the work and/or the artist.
- They develop new skills and techniques.
- **Final piece** - They apply these to their own pieces, either to mimic a style or using it to influence their own.
- **Final presentation of Art** – showcase to other class members/classes/teachers/parents.