

## Art

"Every child is an artist" - Pablo Picasso



## Intent

At Linton Primary our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. All children are to be engaged, inspired and challenged, and to become equipped with the skills needed to experiment with and create their own works of art. As well as knowing more about how art has shaped our culture, children at Linton should also start to be able to think critically as they develop a deeper understanding of the subject. They will develop knowledge from different artists' styles, understand the historical and cultural development of their art forms and explore a variety of techniques. Regular reflection and evaluation will also encourage children to take risks and experiment to develop their own personal styles. They will do this by reflecting on their successes and understanding how they can continue to improve.

## Implementation

At Linton, we have adopted the *Chris Quigley Milestones* approach which fulfils the requirements of the National Curriculum, and ensures high standards of teaching and learning across the school. It provides a robust, systematic approach to learning, ensuring a vocabulary enriched curriculum. Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep.

The curriculum is based on evidence from cognitive science. The following three principles underpin this -

- Learning is most effective with **spaced repetition**
- **Interleaving** helps children with long term memory
- **Retrieval** of previously learnt content is regular

We have worked as a school to separate the Art Milestones into specific year groups to ensure that all topics within the Art Curriculum are taught wherever possible. The scheme is progressive and focuses on 3 fundamental ideologies: developing ideas, taking inspiration from the greats and mastering practical skills.

Planned repetition ensures that children can build upon their learning as they move through the school, achieving greater depth.

In the EYFS, Art is interwoven into the curriculum and is often child-led.

KS1 and KS2 children should start to:

- Explore own ideas, record and produce creative work.
- Improve skills in painting, drawing, sculpture, collage, digital media and printing.
- Annotate work by famous artists, using appropriate vocabulary and understand the historical importance of different pieces.

When a unit is being carried out, pupils' work is kept in individual sketchbooks. The sketchbooks are used in every lesson and children practise skills, annotate paintings and explore their ideas before creating final pieces. Feedback is usually given verbally and adjustments are then made as required.

Final pieces are often used for display as well as being placed into sketchbooks.

### **Impact**

All children are motivated and inspired in order to raise standards through purposeful activities. Teachers present them with a wide range of learning opportunities which explore different artists, using different mediums.

As learning is a change to long term memory, it is difficult to see progress in the short term. However, we look at lessons taking place to determine whether they are appropriate and related to our goals. We use comparative judgement through POP tasks (progress tasks) and in comparing children's work over time. We use lesson observations termly, to see if the pedagogical style matches our expectations.

Children at Linton will improve their drawing, painting and sculpting skills as they explore and record their ideas. They will develop ideas further from looking at the work of famous artists and annotating using own ideas. Their sketchbooks reflect this process.

Across year groups, children agreed that they had learned new skills and vocabulary in Art. They enjoyed showing off their sketchbooks and could discuss work by newly introduced artists and use vocabulary related to this.