BURFORD PRIMARY & NURSERY

SUBJECT: ART

LEADER: CHRISTINA LACEY & DEMI INGLE

INTENT

At Burford, our children are encouraged to think and work like Artists and Art Critics. They learn that art is subjective and that we must respect differing opinions. Children are encouraged to create art which may help them to express their thoughts and feelings. Children are encouraged to explore their own creativity using a wide variety of materials, tools and techniques. We enlighten children about how they can express their own identity through colour, shape, texture and pattern. They learn that art is intentional and powerful, and that it can be a persuasive way of communicating with others

We make strong links to our oracy curriculum, providing the children with sophisticated vocabulary with which to describe that they are seeing and sentence stems to encourage them to formulate their thinking verbally.

Children explore the biographies of artists both past and present, and from different continents, in the hope that they may become role models and dismantle cultural prejudice.

IMPLEMENTATION

There are 3 main art projects per year, each focused upon 1 of the 3 artistic strands (line theory, colour theory and sculpture). Children build upon their skills and knowledge year upon year. We plan for retrieval opportunities to deepen understanding and make learning 'sticky'.

Lessons are sequenced according to our TASC wheel structure which guides children through a creative process from inspiration to final reflection.

Consideration has been given to diversity in artists chosen to study. Children are inspired and imitate techniques to produce their own expressive artwork.

Lessons follow the structure: warm up creative activity, retrieval activity, introduce new skill and reflecting on the learning outcome. This lesson structure allows for children to get hooked into every art lesson, revisit prior knowledge and skills to embed into their long term memory, acquire new knowledge and then reflect on what they have achieved within the lesson.

We place large emphasis upon the creative process rather than upon final outcomes in isolation.

Within all art lessons, children are encouraged to adopt a growth mindset (to be resilient, to respond to criticism positively and persevere) and are pushed to produce their best effort via a refinement process.

ART CURRICULUM COVERAGE MAP

	Autumn 1	Autumn 2	Summer 2
EYFS	Line Theory: Artist: Giuseppe Arcimbolo Inspired by: "A Portrait of Rudolf II" (1590	Sculpture: Recycled Materials	Colour Theory
Y1	Line Theory: Artist: Roger Hargreaves Inspired by: Mr Men	Sculpture: Recycled Materials	Colour Theory
Y2	Line Theory: Artist: Lauren Child Inspired by: Charlie & Lola	Sculpture: Clay	Colour Theory
Y3	Line Theory: Artist: Adrianne Walujo Inspired by :'Girl Cartoon'	Sculpture: Papier Mache	Colour Theory
Y4	Line Theory: Artist: Quentin Blake Inspired by: 'Charlie and Willy Wonka'	Sculpture: Clay	Colour Theory
Y5	Line Theory: Artist: Leonardo Da Vinci Inspired by: Self Portrait of Leonardo Da Vinci	Sculpture: Papier Mache and mod roc	Colour Theory
Y6	Line Theory: Artist: Leonardo Da Vinci Inspired by: Self Portrait of Leonardo Da Vinci	Sculpture: Papier Mache and mod roc	Colour Theory

Where does Art appear in the EYFS EARLY LEARNING GOALS?

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate,
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time music

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate - where appropriate - key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs,
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Some procedures can be chunked and covered together. Adults guide and model explicitly the skills associated with each stage.

Learner / Art Critic	GATHER	-What do we already know? -Assessing prior knowledge and experience -Retrieval opportunities	Artist / Critic	IMPLEMENT	MAKE, BUILD, CREATE! - Organise your work - Refer to your intent - Manage your time - Ask for support - Articulate your process
	TASK	FOCUS - Identify the task (purpose) - Introduce a question, problem, theme or purpose - Generate success criteria		EVALUATE	ART CRTICISM - Evaluate against your success criteria - Make alternations based upon your evaluation - Articulate your journey
	GENERATE	RESEARCH AND SKILLS DEVELOPMENT - Research artists and contexts - Research techniques / skills / media - Find as many ideas & as much inspiration		COMMUNICATE	SHARE IT - Share your work - Present a critique of your work/others - Create an artistic response - Construct meaning
	DECIDE	ARTISTIC INTENT - Reflect upon your research / skills development - Synthesise - create a design - Formulate a plan (materials needed, time) - Clearly articulate your artistic intent (vision)		REFLECT	METACOGNITION Reflect upon our learning - How well does my artwork reflect my intent - What would I do differently next time?

Following an artistic process to "WORK LIKE ARTISTS"

"WORKING LIKE AN ARTIST" - Following the artistic process

	EYFS	1	2	3	4	5	6
Gather 	I can verbalise and share my thoughts and opinions with others	I can share what I remember about art projects I have studied previously, or art I am aware of (e.g. gallery trips). I can describe what I already know about an artistic theme or the artist (e.g. explaining what I think is meant by 'self portrait'). I can begin to consider my own experiences of art (e.g. "My favourite artist is...")					
Task 	I can verbalise and share my thoughts and opinions with others.	When given a prompt or stimulus, I can ask and answer questions about it. I can help to generate a success criteria (our artwork will X, Y, Z). For younger age groups, this will be heavily guided and may even be provided by the adult. In UKS2, children will be generating and recording their own success criteria in conversation with their peers. I refer back to this during later stages of my artistic process to help me to work with purpose and guide my evaluations of my own work and others'. (Remember we said that our artwork would...)					
Generate 	I can describe a piece of art produced by an artist. I can experiment with a technique that the artist uses.	I can describe and research the work of notable artists, designers and artisans guided by my teacher. ("I notice that this artist uses a lot of the colour red"; "I notice that this artist mostly works in paint..."; "The colours make me feel angry...") I can record and explore ideas from first hand observation, experience and imagination. ("This reminds me of...") I can present my research in my sketchbook/digital platform (e.g. mindmaps, moodboards, recorded explanations using Explain Everything, scrapbook style)		I can research biographies of relevant artists and record relevant information using decomposition. I can research inspirational artworks linked to our thematic approach and record relevant information using decomposition. I can research the context in which an artist was working or an artwork produced (e.g. historical period, geographical location) and record some key facts about what was also happening during the same historical moment or geographical location. I can question and make thoughtful observations about artworks, knowing that art appreciation is subjective and respecting the views of others at the same time. ("This makes me feel..." "I prefer X to Z because..." "My favourite part of this artwork is...because..." "I wonder why the artist painted an X there...?") I can communicate my research clearly to others using sketchbooks or my digital portfolio. This could be scrapbook style with annotations, or longer written work to a high standard (appropriate scaffolds used).	Based upon our art research from previous topics, I can identify similarities/differences between notable artists and artworks. I can make links to earlier learning. (e.g. links between earlier self portraiture styles or 3D modelling techniques). As Year 3/4 but with increasing independence to lead the direction/method of research: • How could you research...? • What was going on at the same time? How could we find out? • Where was this artist working? How could we get a sense of where that is in the world? • How was this artist inspired by an artist working at the same time, or previously? • How are you going to record your research clearly? • How are you going to communicate your research clearly to your team?	

Burford's Art Curriculum

"WORKING LIKE AN ARTIST" - Following the artistic process

	EYFS	1	2	3	4	5	6
DECIDE  Communicating research	I can express an opinion about the artwork my teacher has shown me using the conjunction 'because' to justify. e.g. "I like the colours in this picture because they look hot." "I am going to ____ because ____"	I can make simple statements which express an opinion. e.g. "I like this piece most of all because..." "I do not like the colours the artist has used because..." Given response stems and modelled for imitation. I can group the artworks / artists we have looked at in terms of similarities and differences I have spotted. (e.g. Venns, hoops, columns, piles, video recordings of conversations)	I can make simple statements which express an opinion about elements which I like and dislike, and why. e.g. "I like this piece most of all because..." "I do not like the colours the artist has used because..." I can explain my inspiration, by talking about what I would like to imitate. "I am inspired by this piece of work because it is..." "I would like to try and be like this artist because I like the way..." Given response stems and modelled for imitation. I can group the artworks / artists we have looked at in terms of similarities and differences I have spotted. (e.g. Venns, hoops, columns, piles, video recordings of conversations)	I can draw conclusions and make generalisations which will help me to formulate a plan: I can talk about similarities and differences I have noticed between artists and artworks, grouping them in different ways. I can talk about an artist or artwork(s) which has (have) particularly inspired me and give reasons why. I can make a point and justify it, and in doing so I use appropriate technical vocabulary. Given response stems and modelled for imitation. (e.g. "I am particularly inspired by this artist because I appreciate the way they have represented the subject's dream world by using bold colours and swirls). I can talk about the way the artist has used artistic techniques / composition to communicate themes or messages. I can draw out elements that I would like to emulate and share these with my group.		As before, but across a greater variety of artists and artwork following some child-led research. Reduce the modelling, reduce the scaffolding - greater independence.	
Formulating a plan	I can say what I am doing now and what I am going to do next.	Based upon the artists and artwork we have looked at, I can say which skills I would like to try (e.g. we need to improve our colour mixing to create angry colours; we need to get better at using our pencils to shade light and dark), and make considered choices about my own artwork (e.g. colour, brush thickness, composition) I can experiment using different skills, techniques and materials used by the artist. Some of these may be adult-modelled and imitated. I can gather relevant materials and tools from a range of options by myself. (e.g. If offered a paint brush, a water pot, some paint, some chalk, some clay, a glue spatula, I know to select the items relevant to painting and leave the others.)		Guided (scaffolded) planning: I can explain my intent - thinking about how my artwork will look, and which techniques, skills and materials I will use. I can talk to my class about gaps in my knowledge or skills that we could address within our lessons prior to the implementation stage, (e.g. "I have never used water colours before and I would like to learn how to." Or "I would like to practice shading before I start my piece.") I can describe the method (algorithm) I will use to create my final piece.		Children show mastery. They draw upon previous guided sessions to formulate their own plan which they can articulate before starting. They know what materials and tools they need and how they will sequence their working. They make choices, devise their own method, and apply.	

Burford's Art Curriculum

"WORKING LIKE AN ARTIST" - Following the artistic process

	EYFS	1	2	3	4	5	6
Implement 	I can experiment with a technique that my teacher (an artist) has shown me. I can work purposefully, responding to colours, shapes and materials.	The implementation is guided and broken down into shorter, focused 'chunks'. TECHNIQUE TEACH – PRACTISE – APPLY TECHNIQUE TEACH – PRACTISE – APPLY TECHNIQUE TEACH – PRACTISE – APPLY		The implementation is guided but several new skills or techniques can be taught and practised before children then make decisions on how to apply them to create their own piece. TECHNIQUE (NEW MEDIA) TEACH – PRACTISE TECHNIQUE (NEW MEDIA) TEACH – PRACTISE APPLY		They work with an increasing sense of purpose, organisation and, due to the depth of their knowledge and skill, their final piece more closely represents their expressed intent.	
Evaluate  During pauses in implementation	I can listen to others and respond to what I hear with relevant comments, questions or actions. I can say what I like about my friend's artwork.	I can make simple judgements about my artwork and my peers' products against simple success criteria. I can describe how my piece relates to my inspiration. I can use a simple feedback process when evaluating my artwork (e.g. I like this, this was good, I did not like this, this was less good) If talking about a friend's work, my comments are always helpful and kind.	I can make simple judgements about my artwork and my friend's artwork. I can describe how my piece relates to my inspiration. I can verbally use a simple '2 stars and a wish' structure when evaluating to suggest two positive things and something to improve on. (Children may have been provided with scaffolds to help them to structure this.)	I can identify the strengths, weaknesses and areas for development in my own and others' work. I can consider the views of others to improve my work. I can use '2 stars and a wish' when evaluating artworks to suggest two positive things and something to improve on. Children may have been provided with scaffolds to help them to structure this. My 'tips' are more specific in Year 4, and offer an explanation for what the improved impact would be. (e.g. I think you could concentrate on your cross-hatching here to add some depth because our artist did this to make their sketch feel 3D.) (Therefore, using IT to capture the increased sophistication of these conversations would be beneficial)		I can critically evaluate the quality of finished pieces. (Is the inspiration clearly represented? Are techniques learned applied successfully? Does the piece represent the artist's intent? Does it communicate the themes / emotions / message intended powerfully? Why? How? Specific examples are given.) I can justify the choices I made and how my artwork represents my artistic vision, not not. I can suggest specific ways to improve which are full explained, helpful and kind.,	

"WORKING LIKE AN ARTIST" - Following the artistic process

Communicate	EYFS	1	2	3	4	5	6
 Audience	I can be a good audience member by listening to others and respond to what I hear with relevant comments, or questions.		I can be a good audience member by demonstrating active listening skills (Oracy, / Writing curriculum links)				
Choices	I can verbally explain what I chose to do using a full sentence and 'because'. "I used the colour blue because it shows water." (Oracy link)	I can verbally explain why I made certain creative choices using conjunctions to add justifications. "I did this because..." "I used this so..." I understand that I need to share information as though my audience doesn't know my thinking and needs to be told. (Writing / oracy curriculum link)	Through class discussion, we have generated success criteria for our communication linked to our oracy curriculum. I can verbally explain why I made certain creative choices. (Oracy, / Writing curriculum links)			I have chosen which techniques, skills and elements of composition or inspiration I wish to draw my audience's attention to, understanding that I do not have time to talk about everything. I have used decomposition, linked to our success criteria, to decide which information should be included and which is non-essential. (Digital Citizenship links) I have used computational thinking to explain my algorithmic working (method) during this project. (Sequencing logically using conjunctions and adverbials of time) (Oracy, / Writing curriculum links)	
High standards	I can talk about what I have made using full sentences and some new vocabulary linked to what we have created. (Oracy links)	I can confidently present my final piece. (This may be verbal, make use of IT or using simple explanatory sentences using 'because' and fronted adverbials of time to sequence their algorithmic process). (Digital Citizenship, Oracy, Writing curriculum links)	I can use non-negotiable technical vocabulary in my oral/written responses, spelled correctly. I can communicate effectively (clearly, confidently and containing the right amount of information). (Oracy, / Writing curriculum links)	I can follow success criteria agreed as a class (as a tick list) which ensures our means of communication is successful and fit for our audience. I have used non-negotiable technical vocabulary when communicating. I can demonstrate good speaking, writing and listening skills when presenting my product to others. I can make use of IT. (Oracy, / Writing / Digital Citizenship curriculum links)		I can use a range of technical vocabulary when communicating. I communicate with confidence, precision and skill. (Oracy, / Writing curriculum links) I have applied growth mindset to rehearse until my finished communication is of the best quality I can achieve.	

"WORKING LIKE AN ARTIST" - Following the artistic process

<table>
<tr><td rowspan="2">Reflect

How did I DEVELOP POSITIVE CHARACTERISTICS?</td><td>EYFS</td><td colspan="2">1 2</td><td colspan="2">3 4</td><td colspan="2">5 6</td></tr>
<tr><td>I have shown off my growth mindset. You might have heard me say: "I love a challenge!" "I don't give up!" "I can't do it... YET." "Please can you help me?" "I tried hard" "You can do it if you try!" "Keep going!"

Or you might have noticed me concentrating on a task for longer than normal because I am determined to finish it!</td><td colspan="2">I can give an example of how I demonstrated an element growth mindset during this project that we decided to develop as a class (e.g. "We love a challenge! We love when things are difficult!) that's relevant to our needs.

In Year 2, we revisit what we chose in Year 1 and build upon this, and we choose a new focus for this year.</td><td colspan="2">I can give an example of how I demonstrated characteristic associated with developing a growth mindset that we have chosen to work on as a class (e.g. showed resilience when faced with challenges or critique which is difficult to hear) This focus is different to last year's focus.

Each year, I can explain how I applied the growth mindset characteristics we worked on previously during this project.</td><td colspan="2">I can explain how I demonstrated a growth mindset during this project and can give an example about how I felt when overcoming a challenge/barrier to success (e.g. When did you struggle? How did you help yourself? What resources did you use to overcome this hurdle? How did you feel at the time? How do you feel looking back?)</td></tr>
<tr><td>WHAT DID I OVERCOME? (Learning)</td><td>I can say what I did that was new.

I can say what was difficult.

I can say what I was successful at.</td><td colspan="6">I can share an example of when I felt challenged and found something difficult.

I can explain how I overcame this and how that made me feel.

I can explain what I can do now that I could not before (skill).

I can explain what I know know that I did not know before. (knowledge).

I can suggest something I would like to improve (get better at) next time. Some children may need prompts as choices.</td></tr>
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Burford's Art Curriculum