



Our *Art* Approach

Our vision at Heymann Primary and Nursery School is for all children to develop a natural curiosity and fascination about the world around them, to express themselves creatively and understand different art forms and the history of art. Through identifying four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we have designed our art curriculum to provide opportunities for our children to develop these values to enable them to take their place in a global society.

CURRICULUM DESIGN

Our art curriculum is a progressive document, structured to build on previous learning. We particularly value the development of art in improving pupils' mental health and self-esteem, providing opportunities for self-expression and emotional reflection; critically important for our children with the pressures of the world they are growing up in. Our aim is for Heymann children to follow a journey through the artistic world forging a passion for all aspects of art. Our four main areas are the development of the factual knowledge (learning about different styles and artists), the procedural skills of making – drawing, painting, sculpture, textiles, the design process and the evaluation. All areas are highlighted in our curriculum overview document which identifies what each year group should be focussing on to maintain the progressive approach and a wide, varied coverage.

Art is interweaved through our Early Years curriculum through the strand "Expressive arts and design" This encourages our youngest children to develop their imagination, creativity, and experiment with a range of media and materials. Children begin to learn about famous artists such as Andy Goldsworthy and explore and experience using different art and craft forms such as collage, engravings, and sculpture. In both KS1 and



KS2 we build on this further by exploring 4-6 artists a year from different periods of time within different genres and styles of art. We have ensured a variety of artists are studied each year alongside a variety of art forms so that these skills of sketching, painting, sculpture, and photography can be built on throughout the child's school life.

Art is delivered through weekly lessons blocked usually into a half term unit. Our Creative overview document indicates which artist/skills is to be taught and at which point throughout the year. Skills are progressive for each year



group and outlined in detail on our curriculum overview document. This document also highlights the key substantive knowledge that we aim to deliver during this unit. Planning includes opportunities for retrieval practice of substantive knowledge through a range of strategies through daily retrieval activities using Sparks, Kim's game and "Can you still...?" questioning. This promotes the significance and importance of art, embed

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Arts and Design	<ul style="list-style-type: none">• Make responses to texts and self or other using their drawing and painting.• Use drawing to represent objects and feelings.	<ul style="list-style-type: none">• Respond to ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.	<ul style="list-style-type: none">• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.	<ul style="list-style-type: none">• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.	<ul style="list-style-type: none">• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.	<ul style="list-style-type: none">• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.	<ul style="list-style-type: none">• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.• Represent ideas and feelings using drawing.
Textiles	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.	<ul style="list-style-type: none">• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.• Explore colour and texture using their drawing and painting.
Collage	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.	<ul style="list-style-type: none">• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.• Beginning to use different materials to create a collage.

knowledge of artists and styles into children’s long-term memory, allow them to discover a variety of artists and develop a passion for creativity and art. Additionally, this allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge.

DIVERSITY



At Heymann we recognise the diversity of our school community and aim to use this to enhance our school art provision. We want to provide children with an

artistic experience that is as diverse as the school community of children at Heymann. We plan a range of whole school and community events to celebrate this diversity such as an annual Community Cohesion week

and a bi-annual Arts week. Through the use of parents, visitors and local artists we provide children with a wealth of experiences that celebrates art in a range of different cultures and festivals throughout the year.



ASSESSMENT

Monitoring of art planning and impact of teaching is critical. Pupils’ learning is evaluated formatively by teaching staff and supported through the clear progression of skills documents. We aim for art to be fun and enjoyed by all pupils, including those with SEND, those with English as an additional language, those who are yet to discover a love of art and those who are already budding artists.