



Art

Intent

At Holland Moor we want our pupils to be artists. We want them to be designers, sculptors, print makers and architects. At Holland Moor we understand that art, craft and design embody some of the highest forms of human creativity and endeavour to instil these in all pupils. We want our high-quality art and design curriculum to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

At Holland Moor the art curriculum aims to ensure that all pupils have opportunities to produce creative work, explore their ideas and record their experiences. We want them to become proficient in drawing, painting, sculpture and other art, craft and design techniques. We want them to evaluate and analyse their creative works using the language of art, craft and design and to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

At Holland Moor our Art curriculum has been organised into units which are blocked for 7/8 weeks over a total of 5 blocks and is taught on a two-year rolling programme. These units are planned to ensure that the children have sufficient opportunities for retrieval and practice to enable them to master skills and become proficient in all areas.

Teachers use our Progressions of Knowledge skills document to support planning ensuring that the children have the opportunity to review and revisit skills and techniques with time for retrieval.



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All planning and delivery of lessons includes the desired “sticky knowledge” which takes full account of the Nationals curriculums main characteristics of:

At key Stage 1

- Using materials
- Drawing
- Use colour, pattern, texture, line, shape, form and space.
- A study of a range of artists

At Key stage 2

- Using art journals
- Drawing, painting and sculpture
- Study of great artists

Teachers ensure that the children are able to see progression in their art work and each lesson offers opportunities to develop skills and explore ideas that can all be incorporated into a final piece.

The introduction of our art journals gives the children in both Key stage 1 and 2 the valuable opportunity to experiment and record their ideas and use them to review and revisit techniques. The art journal is a place where children can record their ideas, their thinking, their evaluations, their experimentation, as well as their individuality. The art journal at Holland Moor is an all-important tool for...

- Developing the children’s critical thinking skills.
- Providing teachers with the vital information needed to track the progress that children are making in developing their ideas and techniques.

Giving real, first hand evidence of the progress each individual child is making in art through their experimental work rather than an isolated final outcome.

The introduction of the art journal in Key Stage 1 gives the children at Holland Moor the opportunity to master how to successfully use their journal to record their



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journey and develop their skills. Throughout the key stages the children have the opportunity to develop their skills and abilities further and taking on new challenges.

- Year 1 A way of gathering ideas and experimenting.
- Year 2 Start to make choices and record observations in their art journals.
- Year 3 Record observations and start to plan ideas for further pieces of work.
- Year 4 Improve understanding, develop ideas and plan for final outcomes.
- Year 5 Test ideas and start to work more independently.
- Year 6 Systematically research, plan and test ideas using the art journal.

Every half term in addition to the curriculum art activities the whole school explores a new artist, designer or craft maker from a range of different backgrounds and cultures. Each year group explores the artist and the way that they work considering how they can use the ideas and techniques of the artist to influence their own work. This ensures that all of the children at Holland Moor are exposed to a vast array of artists and begin to understand the differences and similarities between different practices and disciplines.

Additionally at Holland Moor we provide the children with the opportunity to experience whole school art days where they have the chance to explore a wide range of materials and techniques and see real progression in their art work.

Impact

The impact of Holland Moor's Art Journey and our specific curriculum design will lead to outstanding progress over time across the key stages.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



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By the end of each key stage, pupils are expected to know, apply and understand the skills and processes that have been taught. This can be evidenced in a variety of ways including the children's art journals, displays, pupil interviews, lesson observations and assessments.

Vertical Concepts in Art

At Holland Moor, we use *vertical concepts* from Nursery to Year 6. These are big ideas or themes that grow in depth and complexity as our children move up through the school. Vertical concepts provide a structured approach to learning, helping children connect ideas across different subjects and understand how topics develop as they progress through each year. Our Vertical concepts in Art are as follows:

Colour Exploration

Developing an understanding of colour theory, mixing, and application.

Texture and Materials

Investigating and experimenting with diverse materials and textures to explore their properties, uses, and impact on visual art and design.

Techniques and Processes

Learning and mastering various artistic techniques and processes.

Creativity and Imagination

Encouraging imaginative thinking and innovative problem-solving through artistic techniques and processes.

Cultural Influence and Heritage

Examining how different cultures and historical contexts influence artistic styles and practices.