



Art Implementation Statement

Overall aim: 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.

The national curriculum in England

Key stages 1 and 2 framework document



Curriculum **maestro**
Cornerstones

Implementation of

Art and design is taught alongside Knowledge Rich Projects within Curriculum Maestro. Maestro Cornerstones is used as a basis to plan and sequence our teaching and learning of art and design. There is an art and design skills progression document that details national curriculum links from year 1 to year 6.

COLD



GOLD

Sticky knowledge

- Sequence of teaching
- Vocabulary
- Cross curricular links
- Skills progression through year group
- Wide knowledge/coverage of different artists and styles of art.

How are we meeting the needs of all learners?

- Cold to gold task assessment
- Sequential teaching sequence
- Know, understand evaluate statements
- Differentiation/ Inclusion
- Split teaching

Links to core skills (language, reading, writing and maths)

- Cross curricular opportunities through topic linked art - technical vocabulary.
- Evaluation of own and each other's art.
- Evaluating in both spoken and written forms.
- Creating art on different scales large, medium, small.
- Applying geometry skills to art including shape, symmetry, proportion and measurement.
- Learning about artists' background and life (reading and writing fact files).

Opportunities for enrichment

- Curriculum Days.
- Digital art through computing.
- Miles Away Monday and Far Away Friday.
- STEM weeks (sketching designs).
- Visits to art galleries e.g. Baltic, Laing, Shipley.
- Opportunities to learn about local artists, companies and local architecture.