



EMNETH ACADEMY RATIONALE

Subject

Art

Leader

Andy Bazely-Smith/Carla Curtis

**ACADEMIC
YEAR**

2022/23

This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art; how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different *concepts in art* and different *types of art*. In this context *concepts in art* means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different *types of art* means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. Impressionism, Egyptian art and Chinese painting).

The overall scheme of the curriculum provides for gradual progression in terms of *skills* (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different *concepts* and *types of art* (for example architecture is studied in Year 1 and Year 3 and is then built upon in Year 5 in *Islamic art and architecture*). The structure of the planning also provides for progression in terms of *process* in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising *process*. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The curriculum fulfils the requirements of the National Curriculum for England and, as such, focuses on great artists and the historical and cultural development of art. This course of study seeks to show how art contributes to national culture. It looks at key

movements such as landscapes, renaissance and impressionism and artists such as Hogarth, Da Vinci, Turner, Morris and Renoir. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines. For example, the Victorians, colonialism and the Industrial Revolution is taught in Year 5 and Victorian art is studied in Year 6. This is also the case for Geography, Egypt is taught in Year 2 and Egyptian art is taught in Year 3. Specific units and artists have been added to the curriculum to introduce more cultural diversity. Year 5 study art from the Islamic world, Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world.

Each unit of work covers each of the aims of the National Curriculum. The Curriculum Overview explains how this is achieved, summarising for each year group what concepts of art, types of art, skills and processes are covered. The overview goes on to specify, in more detail, what artists, designers, architects, concepts and skills are covered in each unit. It is expected that evidence of the children's study will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work. These activities are all provided for in lesson to lesson planning. It may also be beneficial to include the knowledge organiser, learning objectives and multiple-choice quizzes in the sketchbook, so that both children and teachers can easily identify progression in knowledge, process and application of skills.