



# Art at Ravensthorpe Primary Academy

## 1. Curriculum design

- At RPA we use United Learning (UL) as our art curriculum throughout school.
- We have designed our curriculum as a progressive model around these **vertical concepts**:
  - **We are all artists** - Pupils to have as authentic an experience as possible of carrying out the 'work' of an artist, applying what they have learnt about what it means to do so, in different purposeful contexts and with increasing confidence.
  - **Substantive knowledge** - Theoretical knowledge includes the history of art. In the Primary Art & Design Curriculum, a range of artists have been selected to not only illustrate quality examples of the practical knowledge outline above, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). They will also examine how artists have inspired each other, and how artists are connected within the paradigms of Traditional, Modern and Contemporary art.
  - **Disciplinary knowledge** Disciplinary knowledge asks the questions that are at the heart of the subject:
    - **What is art?** Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history.
    - **What do artists do?** Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, choose to express themselves and/or challenge others' worldviews through their art
    - **What inspires artists?** Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired.
- We use the UL 4 lesson model to allow for any gaps in learning to be addressed through pre-teaching.
- The use of different media and a focus on key artists has been interwoven into the curriculum, to give multiple opportunities for children to practice skills and make links in their learning.
- Subject overview documents map out when assessments, pre-teaching and the curriculum lessons will be. They specify any enhancements and firsthand experiences plus opportunities for extended art projects.

## 2. Curriculum delivery

- United Learning resources are used to deliver lessons. This follows Rosenshein's Principles of *I do, We do, You do*
- PowerPoints are available for all lessons which teachers adapt to meet the needs of learners, ensuring the core content remains.
- Teachers use practical hands-on resources and firsthand experiences to make learning memorable.
- Lessons are adapted to meet the needs of all learners. Teachers use children's individual APDR (Assess, plan, do review) support plans to inform their adaptations.
- **I do**: New learning is modelled explicitly. Teachers use metacognitive talk to share the learning process and model on the visualiser.
- **We do**: Children practice the new learning with the teacher or in pairs.
- **You do**: Children show their new learning independently.

## 3. Books/Floor Books

- All books are clearly labelled using the school standard labels. EYFS use floor books. Y1-6 have a sketch book.
- A topic title page is used at the start of every new unit.
- The pre-learning quiz is completed and either stuck into the book, or reflections and comments are recorded.
- Pre-learning is identified in the book by the title 'Pre-learning'
- All learning has a date and L.O (EYFS- Y3 short date and LO stuck in, KS2 long date and LO written)
- Worksheets are used when essential, but children are encouraged to show their learning in other ways such as diagrams, practice of skills or an end of unit artwork.
- The post quiz is completed and stuck in the book.

#### 4. Feedback and Assessment (refer to presentation policy)

- Lessons are planned to encourage active thinking and learning checked through the use of the Walkthrus: *Cold Call*, *Mini whiteboards* and *Think Pair share*.
- Teachers use formative assessment and live marking during the lesson to pick up misconceptions.
- Following the feedback policy, teachers identify misconceptions and address them with the children. This could be through the Walkthrus *Whole Class Feedback*. Children respond or edit with a green pen.
- Teachers complete a summative assessment on children's learning using the information from their formative assessments, quiz activities and the work produced. This is entered into the INSIGHT tracking system.