



Art- The St. John's Approach

Art at St. John's is inspiring, highly valued and inclusive to all.



Vision

Art at our school will excite, engage and inspire pupils, making learning irresistible. It will give children the knowledge, practical skills and vocabulary necessary for them to attain high and achieve well, both within our school, and across future educational settings. A carefully sequenced 'Art Curriculum Map', alongside logically crafted learning journeys, will enable the children to acquire new knowledge, vocabulary and skills, whilst making links and comparisons to prior knowledge. Our curriculum will introduce a range of famous Artists, Designers, Craft Makers and Architects to engage the children- from Ancient history right through to Modern Day. These significant people in the 'Art world' will serve as role models to the children, encouraging them to aim high and aspire! By analysing the various techniques used by these Artists and experimenting with their own ideas, children will become more knowledgeable and confident, resulting in them flourishing in Art. By demonstrating our school value of drive, as well as high levels of self-regulation and self-evaluation, children at our school will develop into confident, independent Artists with their own artistic preferences.

Rationale- Why we do what we do...

The views of our stakeholders (children, staff, governors and parents) have been at the root of all decision making.

*All of the school's stakeholders were consulted in April 2019.

*They suggested and agreed that learning should be fun, exciting, creative, interesting, hands-on, inspiring and linked to our school values.

*All stakeholders valued the immersive 'Topic' learning and enrichment opportunities- trips, visitors and 'wow' moments

*All stakeholders agreed that Art and the study of Artists was considered an important part of the curriculum

As a result of our stakeholders' views...

1. In May 2019, we created a curriculum vision which is inclusive of all subjects.
2. From the curriculum vision, we created our vision for the teaching and learning of Art.
3. We created a knowledge, skills and vocabulary routeway for Art from Reception to Year 6, underpinned by the National Curriculum.
4. We developed a routeway for children to study 'Artists, Designers, Craft Makers and Architects' from different periods of time and with a range of artistic styles.

Our Art curriculum is designed so that by the time children leave St. John's, **they are equipped with a secure knowledge of a wide variety of Artists, Craft Makers, Architects and Designers from Ancient History through to Modern Day. They can discuss, evaluate and experiment with a range of artistic styles and techniques.**

How is Art taught?

Timings and Timetabling

In Reception, Art is experimented with and taught as part of 'Continuous Provision' with some adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, Art is taught as part of our Topic curriculum alongside History, Geography and Design and Technology. This is a deliberate decision in response to the Stakeholder views as well as the high priority we place on deepening knowledge. In order for children to be excited and inspired, it is important they are fully immersed in the learning and can make links to other knowledge acquired- within Art and across the curriculum, rather than seeing learning in isolation. Within each year group, the timetabling of Art is flexible, depending on the topic learning journey. However, the timings average to approximately 1 hour per week. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression.

Art and Design- An Overview

Reception

When children start at St. John's, they are provided with a range of Art mediums and tools, with which they can explore. Children in our Reception setting learn through play. This includes experimentation and improved knowledge of 'Expressive Arts and Design'. As their learning and curiosity develops and their pencil grip and fine motor skills improve, teachers model learning and facilitate child-led learning with opportunities to refine skills. The focus is on pencil control (and chalk, pastels, felts, crayons) and painting. As part of their 'Let's Explore' topic in the Summer term, Reception children begin to learn about a famous artist- Henri Matisse- and his 'cut-out' artwork.

Key Stage 1

Art and Design in KS1 is fun, exciting and interesting. Children have the opportunity to study a range of Artists and 'Artistic Styles'. These Artists have been specifically chosen because they all distinctive and different to each other- including specific techniques and the periods of time in which they were created. When children begin learning a new Artist, style and technique, they make links to prior learning, considering similarities and differences. This helps their knowledge to build over time. By the end of KS1, children will have researched a famous 'Craft Maker' and used digital media to explore his craft in nature with natural materials.

Children in KS1 also have the opportunity to develop their understanding of 'Design' and the importance of design. We have specifically focused on 2 inspirational designers with links to Coventry- one who is here in modern day and one who designed a product which is now used worldwide.

On entry to Year 1, children consider what is meant by 'Design'. They look at the St. John's school branding and reflect on what the designs mean to them. They speak with the actual designer about learn how the designs link to the school motto of "I will shine!" In Year 2, children re-visit 'design' through a local, historical bicycle designer and inventor- James Starley.

Key Stage 2

Art and Design in Key Stage 2 builds on the knowledge acquired in KS1. There are opportunities for children to re-visit the knowledge acquired in Key Stage 1. For example, children in Year 3 make comparisons to the Post-Impressionism learning in Year 1- linked to Vincent Van Gogh, when they start to learn about Henri Rousseau. In addition to re-visiting prior learning, children learn about 5 more artists- all from a different period of time.

On entering Key Stage 2, children travel back in time to discover the importance of pre-historic Art in communicating meaning, feelings and expression- Year 3 have a particular focus on Cave Art as part of their 'Set in Stone' topic. As the children move through Key Stage 2, they further develop their knowledge and associated skills through a wider range of Artist studies. When children enter Year 6, they complete a comparison study between 2 contrasting Artists (JMW Turner and Andy Warhol) and evaluate their preferred styles- referencing knowledge acquired throughout the school.

Design in KS1 is built upon in KS2 with a clear link to famous Architects. Placement of these famous designers in key stage 2 has been carefully thought out. For example, it was a conscious decision to have a Year 4 focus on Isambard Kingdom Brunel's bridges and a Year 6 focus on Basil Spence's Coventry Cathedral. The design and architecture is important to us as well as the links with Coventry's 'Peace and Reconciliation' and 'building bridges'- a thread that runs through our school vision and values.

Artists, Craft Makers, Designers, Architects Overview

Year Group	Artists Studied	Term Studied	Artistic Styles
Reception	Henri Matisse	Summer Term Topic: 'Let's Explore'	'Cut-outs' Art
Year 1	Pablo Picasso Vincent Van Gogh Brit Scott	Autumn Term Topic: Coventry, St. John's and Me! Summer Term Topic: Exploring the world Autumn Term Topic: Coventry, St. John's and Me!	Surrealist Post-impressionist Coventry Designer (interior Art and Design)
Year 2	Andy Warhol Andy Goldsworthy James Starley	Spring Term Topic: Saving the world Summer Term Topic: Happy Holidays Autumn Term Topic: Zoom! Soar! Whizz!	Pop Artist Contemporary Artist/ Craft Maker Coventry Bicycle Designer
Year 3	Henri Rousseau Hemiunu	Spring Term Topic: Going Global Summer Term Topic: Egyptian Discovery	Post-impressionist Architect (The Great Pyramid)
Year 4	Claude Monet Antoni Gaudi and 'Sosos of Pergamon' Isambard Kingdom Brunel	Autumn Term Topic: Wild Water Adventure Summer Term Topic: Under Attack! Autumn Term Topic: Wild Water Adventure	Impressionist Mosaic Artist Earliest known Mosaic Artist Bridge Designer
Year 5	LeRoy Neiman David Hockney	Spring Term Topic: On you marks, get set, go! Summer Term Topic: Building our Future	Expressionist Landscape Artist
Year 6	JMW Turner and Andy Warhol Basil Spence	Autumn Term Topic: Catastrophe Spring Term Topic: Operation: Moonlight Sonata	Romanticist Pop Art (as part of a comparison) Coventry Cathedral Designer

Art Enrichment Overview

Year	Enrichment	Term	Topic
R	Parental Engagement: Time to Shine (Christmas Nativity) Purpose: To sing in tune and to the correct beat	Autumn	Twinkle, Twinkle, we are stars
	Parental Engagement: Come and Share Visit: Local Family Artist Purpose: To begin to mix primary colours together for a secondary colour, with adult support.	Spring	I need a hero!
	Parental Engagement: Come and Share (learning outside) Purpose: To use what they have learnt and materials to create outdoor Art (with natural materials) (ELG) Parental Engagement: Time to Shine (Henri Matisse- show and tell) Purpose: To select tools and materials (e.g. rollers, stamps) to use in their painting, works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists	Summer	Let's Explore!
1	Visitor: Local designer- Brit Scott Purpose: To learn about the artwork of a local designer and make links to their own artwork- also to inspire future career aspirations	Autumn	Coventry, St. John's and me!
	Parental Engagement: Time to Shine (Fire of London Art Exhibition) Purpose: To celebrate a range of learning from across the curriculum	Spring	Time Travel
	Parental Engagement: Come and Share Purpose: To develop an understanding of mixing colours and create a colour wheel	Summer	Exploring the world
2	Visit: Coventry Transport Museum (travel by bus) Purpose: To learn about the work of a designer, James Starley's bikes. To use sketching to develop their ideas	Spring	Zoom! Soar! Whizz!
	Parental Engagement: Come and Share Purpose: To use sculpture in the style of Andy Goldsworthy	Summer	Happy Holidays!
3	Parental Engagement: Come and Share : Cave Art Purpose: To understand that shading allows for darkness and lightness to create the illusion of depth	Autumn	Set in Stone
	Visit: Herbert Art Gallery (travel by bus) Purpose: To develop their understanding of a range of Art and Design techniques Parental Engagement: Time to Shine (Henri Rousseau Exhibition) Purpose: To evaluate the mastery of techniques- mixing tints and shades	Spring	Going Global
	Parental Engagement: Time to Shine (Egyptian Museum) Purpose: To celebrate creative outcomes with parents, considering the views of others	Summer	Egyptian Discovery
4	Visitor: Local Secondary School art students Purpose: To improve their mastery of art and design techniques, with a focus on Claude Monet Parental Engagement: Time to Shine (Claude Monet Art Gallery) Purpose: To review, revisit and celebrate artwork	Autumn	Wild Water Adventure
	Parental Engagement: Come and Share Purpose: To investigate hatching and cross hatching as shading techniques	Spring	Money, Money, Money
5	Parental Engagement: Time to Shine (Viking Exhibition) Purpose: To celebrate a range of outcomes from across the curriculum	Autumn	Back to the dark ages...
	Visit: Birmingham Museum and Art Gallery Purpose: To revisit previous artists studied and further develop their mastery of range of art and design techniques Parental Engagement: Come and Share Purpose: To investigate proportion when drawing human form	Spring	On your marks, get set, go!
	Parental Engagement: Time to Shine (Art Gallery in the style of David Hockney) Purpose: To present their designs, final piece of artwork and evaluation of their landscape artwork	Summer	Building our Future
6	Parental Engagement: Time to Shine (Artists Exhibition- Andy Warhol and JMW Turner) Purpose: To explore the contrasting styles of artists studied over time and suggest reasons for their own preferences	Autumn	Catastrophe!
	Visit: Coventry Cathedral (travel by bus) Purpose: To learn about great architects in history and improve their mastery of drawing	Spring	Moonlight Sonata
	Parental Engagement: Time to Shine (End of Year 6 Production) Purpose: To celebrate learning in their 'end of St John's' production	Summer	I will shine!

Why do we do the enrichment that we do?

Enrichment opportunities within and across all areas of the curriculum are important to the stakeholders at our school. Our research shows that although lots of children have been exposed to visits, the quality of these visits vary. For example, verbal feedback showed that although lots of children at our school may have visited the local art gallery, they have visited them for craft events and other activities, not looking and responding to Art. Therefore our enrichment opportunities for Art provide a clear purpose with plenty of opportunities for extension and challenge. They are relevant, age appropriate and inclusive to all.

Assessing Outcomes in Art

Assessing outcomes in Art is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result. In Reception, all children have a personalised 'Learning Journey' book which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children are given an Art Sketch book, which they use throughout the rest of their time at St. John's. These are used by children to help them evaluate and experiment with different techniques and designs. All acquired knowledge linked to Art and Artists is recorded in topic books along with a copy of the final Art outcomes. Teachers use the daily outcomes in both the sketch books and topic books to assess ongoing attainment and progress. Teachers follow the 'Shine Time' feedback policy to ensure errors or misconceptions are addressed immediately.

Progress in skills and knowledge acquired over time is assessed by the teacher, in collaboration with the Art Subject Leader. They do this by comparing the initial knowledge 'Drive' document, which is completed by the children independently, with their 'Vocabulary Glossary', 'Progress Pitstops', end of topic 'Knowledge Harvests' and 'Knowledge Quizzes'.

The Art subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the Art 'National Curriculum- Knowledge, Skills and Vocabulary Routeway' document. From this monitoring, key actions are given to the teacher and are re-visited frequently.

The Art subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leaders use the information given to them to hold 'Curriculum Progress Meetings' each half term. These are in addition to the Maths and English Progress Meetings. These meetings identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.