



Teaching and Learning Principles

Subject: Art

Aspiration, Perseverance, Collaboration, Compassion

School Vision:

Our school will be an exciting place to learn!

We will:-

Provide a safe, challenging environment

Value each individual, to build positive foundations for learning for life.

Promote team-work, cooperation and responsibility.

Foster healthy relationships between our pupils.

School Mission Statement:

To work in close partnership with the children, their families and the wider community to nurture-

- Aspiration
- Perseverance
- Collaboration
- Compassion

Our vision for Treverbyn Academy is one of high standards, achieved through the creative aspects of the curriculum. The sense of purpose, relevance and excitement in learning provide children with the opportunities they need to achieve, succeed and believe.

Art and design is centra to this vision. We place emphasis on the use of first-hand experience, experimentation and development of ideas and skill based on a wide range of stimuli. The quality of the first-hand experience is extremely important to us.

Creative Arts – Key Aims:

To inspire **creativity** through a **range of different media**.

To develop **resilient learners** that **reflect** on their work to enable progression.

To create **kind, compassionate learners** who can **work reciprocally** and **respect** the views of others.

To discover and explore **transferrable life skills** in a stimulating way.

To further enhance **social and emotional wellbeing** in all children.

To know how art and design both **reflect** and **shape our history** and contribute to the culture, creativity and wealth of our nation.

To **achieve** and **exceed** the expectations of the National Curriculum.



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Art – We are artists:

We are **encouraged to be creative** with a range of media.

We **appreciate a range of artists**, artistic styles and movements.

We **reflect** on and **respect** work created by ourselves and others to enable us to progress.

We are **inspired to work resiliently** to explore and discover **creative individuality**.

We are developing **transferrable life skills**.

We are encouraged to **work collaboratively** and share each other's successes.

Subject Intent

We define curriculum as the totality of a child's experience at Treverbyn Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At Treverbyn Academy, we have developed an immersive curriculum which fosters: - Aspiration, Perseverance, Collaboration and Compassion.

To ensure curriculum quality we have addressed the following:

- Developing sequential learning where pupils know more and can do more – developing transferrable life skills.
- Considering depth and breadth and curriculum content.
- Local context and filling the gaps from pupils' backgrounds – studying local artists to make learning real and relevant for the children and develop their aspirations.
- Ensuring exposure and immersion in high quality art both physical and visual including digital, through visits to museums and galleries linked to topics.
- Having clear and focused opportunities for assessment.
- Listening to the pupil voice.
- Reviewing and evaluating curriculum design.
- Clear curriculum leadership and ownership

Subject Implementation:

- Every class will study at least 3 Art topics per year.
- Every class will study at least one key artist per topic, and look at, comment on, make links to and compare the work of several artists throughout the year.
- Art will be taught in practical ways.
- Pupils will be taught to and use a range of media, mediums and materials
- Art will be taught through topics, where possible
- Links will be made between prior learning and future learning, artists' work will be recapped throughout the year and used to draw comparisons.
- New topics will begin with a recap of prior knowledge gained/taught.



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- Technical terms and vocabulary will be reinforced and demonstrated within the class and will be recorded in sketch books (KS2) or floor-books (EYFS and KS1)
- Work in partnership with the local community and community events

Subject Impact:

We aim for every child to be able to:

- Recall some facts and information about key artists.
- Ask questions about artists and their work (fostering curiosity).
- Apply learnt skills into their own artwork and incorporate key techniques.
- Present art into a variety of ways.
- To comment on a variety of artwork and compare their own work to the work of their peers and other artists (collaboration).

Skills Progression:

At Treverbyn Academy, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document.

Contextual example:

For example, when studying “Is a pirate’s life for me?” in Year 2, children will look at the work of John Dyer (a local Cornish artist) and produce artwork inspired by his work.

Teaching and Learning Expectations:

- Lessons will promote a love of learning and help to foster creativity and appreciation of art in all its forms.
- Activities, projects and key artists will inspire curiosity and children will be able to ask and answer questions about key aspects of Art.
- Links within English and Maths, as well as Drama and ICT links.
- One assessed piece at the start and end of the year to compare what the children have learnt and how their skills have progressed (using the same piece) to assess.
- Frequent recall of prior learning – mostly through verbal discussion and images
- A minimum of 1 hour per week focused artwork or equivalent - where necessary, additional morning/afternoon sessions will be allocated.



- One key artist studied per topic and children will complete at least one piece of focused work in the style of this artist.
- Teachers to use skills progression documentation to assess learners.
- Class blogs and social media to include examples of Art from Nursery-Year 6.

Working Walls/Displays:

- Key Vocabulary/ words on displays alongside children's artwork.
- Examples of artwork linked to the current topic.
- Children's quotes and key questions about the artist/art style.
- Clear images of the focus artist and focus artist's work alongside children's work.
- Display work observations and community events.

Monitoring/Assessment:

- One assessed piece at the start and end of the academic year to see key skills and progression throughout the year.
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutiny
- Display work observations and community events.

EYFS

In the EYFS Art is taught through many aspects of the EYFS Curriculum as the importance of interlinking Prime and Specific areas is essential to providing effective Early Years practice.

However, specific curriculum links to Art in the EYFS are as follows:

Expressive Arts and Design Exploring and Using Media and Materials

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

With regards to the Characteristics of Effective Learning, Art opportunities in the Early Years will encourage children to explore, observe, solve problems, think critically, make decisions and to talk



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about why they have made their decisions. Children will also contribute to taking risks and engaging in new experiences; enabling them to develop resilience and the ability to bounce back after difficulties or challenges they may face.

In our Nursery and Reception class' aspects of Art are taught on a daily basis through continuous provision areas, outdoor activities, Understanding of the World, Mathematics, Physical Development and especially through Expressive Arts and Design. In Reception, this is further developed with specifically taught activities through a model teaching approach. A variety of resources are selected and used to supplement our planning, but the focus of learning will always be based upon the curriculum and children's next steps. At Treverbyn Academy we use Tapestry, our online learning journal, to record and track children's progress and achievements in Art against the age-related development areas and the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate.

Children's progress within Art is reported to parents through: settling in meetings, sharing learning journals and regular communication. In line with statutory requirements children are assessed against the Early Learning Goals for Art within the area of Expressive Arts and Design at the end of the Reception year and this is reported to the LA and parents.