



# Art at Ham Dingle



We follow CUSP Art curriculum which aims to give pupils the opportunity to revisit core aspects of learning overtime. To progress and deepen their understanding in each core aspect throughout the primary journey. Through knowledge rich teaching and skill development our curriculum aims to not just allow pupils to become competent in the arts but to develop as artists themselves. We believe that regardless of academic ability, every child can be an artist



## Big Ideas

**Our Art curriculum focuses on six core disciplines: Drawing, Painting, Printmaking, Textiles, 3D and Collage**  
**As well as developing core disciplines of art we aim to develop the pupil's ability to work artistically.**

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures.  These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

**Art History – specific artists studied in the block. Provides an insight into where the artist sits in history and their influences**



## Content and Sequencing

### Content

- CUSP Art and Design is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work, and communicate like an artist. Our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists. Exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.

### Sequencing

- The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.
- The curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.
- The curriculum has been built so that there are clear links to other areas such as History, Geography, Science and Literature



## Learning Modules

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.

Each learning module has:

**Overview of Block Contents – summary of the key skills and techniques covered along with the expected outcomes.**

**Point of Reference – Prior Learning, connections to other areas of the curriculum and Literature as well as Art History**

**Point of Explanation – Core Knowledge, video links provide a step-by-step guide to artistic techniques that appear in the block and technical definitions.**

**Point of Delivery – revisit prior learning, taught content, deliberate practice, questions for assessment and point of reflection.**

**Knowledge Notes - introduced at the start of the block so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the block progresses.**

# Art continued...

Our Art curriculum aims to develop...

## Oracy and Vocabulary

There are two tasks for pupils to complete that relate specifically to vocabulary that is relevant to the lesson content.



### Task One:

Task one is designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content. Task one varies in nature and complexity across the year groups.

Activities focus on broadening pupils' understanding and use of the shades in meaning of words.

### Task Two:

Task two focuses on pupils being required to use the language of emotion and artistic language to articulate their feelings and responses to their own work and the work of others.

### Vocabulary Quiz

The vocabulary quiz contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other known words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.



## Assessment of Pupils:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following is used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

The Point of Reflection section specifies the expected outcome for each lesson.

The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects?

The Oracy and Vocabulary task provide ample opportunities for teachers to evaluate pupils' ability to:

- use artistic language effectively.
- explain artistic techniques and processes.
- evaluate their own and others' work. The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.

The best form of assessment in art is in-action, while pupils are working. This helps to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome.

## Reasonable adjustments for pupils with SEND:

Teachers will need to consider how specific activities, or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.