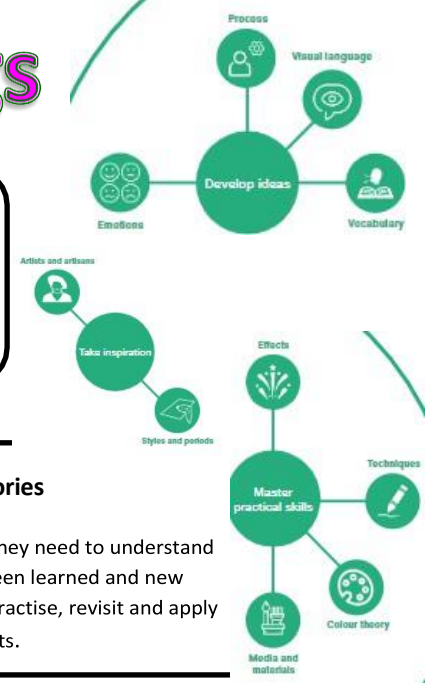


What Art looks like at St Mary Mags



Curriculum drivers.
These shape, personalise and underpin our curriculum.

Threshold concepts
The big ideas which children will explore and return to throughout topics and throughout the whole of their time at school.

To develop techniques.
To master techniques.
To take inspiration from the greats (classic and modern).

Milestones
The goals children are aiming for to show they are meeting expectations of the curriculum.

Resources to support teaching and learning
Knowledge organisers/Chris Quigley
Awesome Art
Resource document for staff signposting to other resources



At the core, we focus on quality teaching and learning opportunities for all children.

Knowledge categories
Providing children with the knowledge they need to understand concepts. Making connections between learned and new knowledge. Repeated opportunities to practise, revisit and apply to different contexts.

Vocabulary
To articulate understanding of subject content.

Retrieval practice and opportunities (coming 2021).
Strategies to embed and deepen knowledge. A variety of activity types.

Support task and depth task and progression documents
Differentiation and depth of understanding. Progression of topics through year groups.



Ongoing assessment. Staff are continuously assessing art knowledge. This informs future planning.

POP tasks: Milestone 2: All work and no play
Students will increase their understanding of the concepts in this topic by exploring:

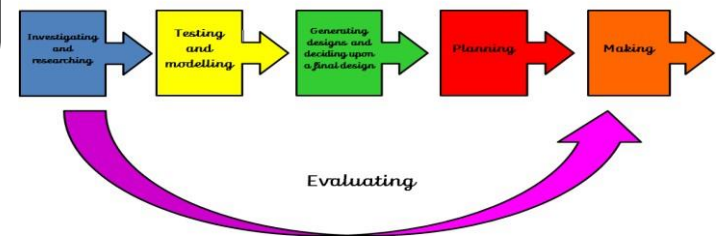
Basic	Advancing	Deep
<ul style="list-style-type: none"> What is meant by 'genre painting'? Give two examples of a period in history when 'genre painting' was popular. List some of the features you might see in a genre painting. 	<ul style="list-style-type: none"> Explain why the term 'genre painting' could be confusing. Summarise the reasons why genre paintings often show people who are not often painted in other styles of art. 	<ul style="list-style-type: none"> What is the connection between typical scenes in genre paintings of the Victorian period and other art and consider how they have been growing rapidly at the time?

Experiences
Through visits to art galleries, creating our own galleries we supply children with the cultural capital they need to succeed in life.

Recognising individual learning styles
Providing opportunities for children to take ownership, present their own lines of enquiry.

Sequenced lessons
Art interleaved into planning each week – 1 hour Art lesson each week for a half term. Opportunities to research and be inspired by artists/designers before practising skills and applying.

Sequence of Art and DT sessions.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Build confidence and awareness in the use of digital and materials in a busy and dynamic way. Follow instructions and explore to explore to create 3D work, including hand-drawn models, and use available resources to use their imagination. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. 	<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Apply and explain their own ideas, thoughts and feelings through design and technology and art. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. 	<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Apply and explain their own ideas, thoughts and feelings through design and technology and art. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. 	<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Apply and explain their own ideas, thoughts and feelings through design and technology and art. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. 	<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Apply and explain their own ideas, thoughts and feelings through design and technology and art. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. 	<p>Express their own ideas, thoughts and feelings through design and technology and art.</p> <p>Explain</p> <ul style="list-style-type: none"> Apply and explain their own ideas, thoughts and feelings through design and technology and art. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work. Use a variety of materials and techniques to create 2D and 3D work.