

Camelford Primary School Art Skills Progression

Art Pathway- ARB

Subject Lead: Jordan Garratt

INTENT:

Art is an inspiring, creative and practical subject. Art encourages children to express themselves creatively and to design in order to solve problems both as individuals and as members of a team. At Camelford Primary, we encourage children to use their creativity and imagination, to explore a range of media in order to communicate. We aim to, wherever possible, link work to topic themes and offer designs fit for real life purpose. The children are also given opportunities to explore a range of manual and electric machines and processes and are encouraged to become effective communicators in a range of contexts.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of creating and making. The children design and create artworks that act as an expression. Pupils have autonomy in the art process to feel a sense of individuality and pride upon completion.

Expectations are based on Engagement and Primary Steps for the Design and Technology Subject areas and teachers should ensure the use of differentiation. Planning below makes clear which topics build are being 'built on', as well as which have 'linked' skills.

This scheme of work supports those who are not as confident in the teaching of Art and ensure a progression of skills that should be explicitly taught. The projects are based on the Equals Curriculum and Engagement and Primary Steps statements.

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly creative and technological world
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to express themselves and communicate through their artwork.
- understand and apply the principles of a range of media to create varied artworks

. Build upon an idea they wish to express through creative means, without the need for words. In turn, developing confidence to share feelings and thoughts.

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	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmen tal Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environme ntal Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environme ntal Warrior Science Focus	Communiti es & Cultures (12 weeks) Our Community , Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	Tactile exploration & textures P3b, S1a, c & 2b	Using paper S3a, 5e&f	Collage P5b Strokes P3c	Shape- solid P1c3d Forms S2c Manipulatio n of materials S3d	Shape- form P4c Combing materials S2 & 3e	Pattern S4d	Colour and lights P1-3, S1d, S1&4b	Malleable substances S3c	Printing S4e Shape P2c	Using Paint P6a, S4a, 5a- d	Using Fabrics S6a, b, d, P6b	Visual and Tactile outside exploration S1e,f, Natural texture P2b&d

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The following documents detail the Engagement Steps and Primary Steps statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for levels Engagement Steps 1-6 and Primary Steps 1-2+.

How should this be used to help plan learning opportunities?

Teachers must ensure that they use the progression of skills to guide their planning, teaching and assessment. They should inform their planning for each child inline with their level in each subject area. However, due to the fact that we have mixed classes at Camelford ARB, teachers must use their professional judgement.

How can this be used by subject leads and SLT?

Subject Leads and SLT should use the progression of skill statements and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that they are pitched to the right level ensuring challenge. The journey of a child in their time at Camelford ARB should be carefully monitored to ensure their learning is progressive and varied.

Engagement Steps 1-6

Cognition & Learning: Exploration Description

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Cognition & Learning: Initiation Description

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

Sensory & Physical: Tactile Operation Description

Assessment of Tactile Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of touch.

Fine Motor Operation Description

Assessment of Fine Motor Physical Operation measures the extent to which a pupil controls the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue.

Primary Steps: 1-3

English: Writing Description

Assessment of English Writing measures the extent to which a pupil makes marks and expresses communication on the page and through creative means.

Science: Everyday Materials Description

Assessment of Science Everyday Materials measures the extent to which a pupil understands the properties and uses of a range of materials.

Science: Uses of Everyday Materials Description

Assessment of Science Uses of Everyday Materials measures the extent to which a pupil understands the properties and uses of a range of materials and products that they would come into contact with regularly in daily life.

Computing Description

Assessment of Computing measures the extent to which a pupil understands the processes and uses of ICT in everyday life.

*beyond these assessment tools and statements, pupils in ARB move on to YR1-YR6 statements for assessment found under the same categories on B2 Connecting Steps. We do not currently have pupils in our ARB working at this level.