



Soaring to success

# Art

## How are Children Taught?

At Kentmere, our Art lessons follow and cover all aspects of the National Curriculum, utilising the 'KAPOW' national scheme of work. This has been carefully mapped out by the Subject Leader and Senior Leadership Team (SLT) throughout the school.

Art is taught in a holistic, engaging and hands on way. Each half term, every class has a topic. If the art can effectively be linked to the topic, then links are made, allowing children to become fully immersed in their learning. If links cannot be made effectively, then Art is taught discretely. This ensures that all aspects of the Art National Curriculum are covered.

The Art subject leader has also mapped out the knowledge and skills for every Art lesson throughout the school. Art is taught on a two-week timetable which we feel supports the development of the long-term memory. This ensures that learning is sequential and progressive. We also revise prior learning in Art, and basic skills previously taught when applicable, at the start of every lesson, in order to encourage 'sticky learning'. Enrichment and experiences, such as Art exhibitions and real-life experiences of working with artists, are used frequently to support the teaching of Art and to create cultural capital for our learners. We also provide children with Art knowledge packs with information for them to learn, in preparation for Art quizzes and competitions.

Art is taught in an active, practical and kinesthetic way, through the topic, allowing children to become fully immersed in their learning. For example in EYFS the topic 'Our World' children take the opportunity to draw pictures of people and objects that are special to them; in Year 1 during the topic 'Dinosaur Planet', children learn to draw a self-portrait of Mary Anning; in year 3/4 during 'Gods and Mortals' children learn to paint compositions on Greek vases; in year 5/6 during 'A child's War' children get to create watercolour painting of St Paul's Cathedral in the Blitz.

During Art lessons skills are carefully demonstrated and modelled first, then with encouragement, scaffolds and peer-collaboration, children can subsequently explore and practice this themselves. We teach children to work collaboratively on occasion and then reflect on those experiences; focusing on the process of the project, as well as the finished product.