



love the journey

## Curriculum Implementation 2024-25

### Primary

<b>LCA Strand</b>	<b>Expressive Arts</b>
<b>Subject</b>	<b>Art</b>

What are the key concepts taught?	Pupils are taught the following key concepts in art: colour, line, space, shape, form, tone, pattern, texture, and composition.
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What is the sequencing of units?	<p><b>Chapter 1</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - Andy Goldsworthy</li><li>• <b>Unit 2</b> - Paper Art</li><li>• <b>Unit 3</b> - Colour creations</li></ul> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - Super Sculptures</li><li>• <b>Unit 2</b> - Self Portraits</li><li>• <b>Unit 3</b> - Giuseppe Arcimboldo</li></ul> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - L.S. Lowry</li><li>• <b>Unit 2</b> - Salvador Dali</li><li>• <b>Unit 2</b> - Aboriginal Journeys</li></ul> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - William Morris</li><li>• <b>Unit 2</b> - Miro</li><li>• <b>Unit 3</b> - Andy Warhol</li></ul> <p><b>Chapter 5</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - Cityscapes</li><li>• <b>Unit 2</b> - Dali</li><li>• <b>Unit 3</b> - Art of Africa</li></ul> <p><b>Chapter 6</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1</b> - Street Art</li><li>• <b>Unit 2</b> - Gaudi</li><li>• <b>Unit 3</b> - Japanese Art</li></ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Knowledge and basic skills are built upon and developed throughout each topic. Topics are themed across the year, with chapters 1 to 6 covering the following –</p> <ul style="list-style-type: none"> <li>• Michaelmas – British art</li> <li>• Lent – Spanish art (Chapters 3-6)</li> <li>• Summer – Art around the world</li> </ul>
<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>All pupils are supported and encouraged to complete tasks to their abilities. The lesson plans have alternative activities that staff can use to fit the needs of the pupils. The lessons teach one skill or step at a time, building up to a finished piece of work.</p>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>The units of work review keywords and vocabulary, requiring pupils to think back to previous work, make links and retrieve facts.</p>
<p>What are the opportunities for feed-forward by the teacher post-assessment outcomes?</p>	<p>Basic skills and knowledge run through each unit, allowing staff to work on specific points, and for pupils to continually develop their skills.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Lesson PowerPoints provide an opportunity for pupils to see subject-specific vocabulary, artists' names etc in written form, and pupils could be encouraged to join in with reading these.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><u>Literacy</u> – Subject-specific vocabulary, written evaluations of their work</p> <p><u>Oracy</u> – Discussing the work of artists and evaluating their own and each other's work</p> <p><u>Numeracy</u> – Shape, space and proportion</p>