

## Art

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

#### Our Vision

**‘We are a Family of Friends who LEARN together.’**

#### Our Goal

Our vision for excellence within our Art curriculum is created in line with the National Curriculum Purpose of Study and aims to provide:



- A love of learning where the child is free to experiment with art materials and develop their aesthetic awareness.
- Children to become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Encourage children to evaluate and analyse creative works using the language of art, craft and design.
- Explore the work of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Extend a child's creativity, requiring elements of innovation, thought and imagination.
- Give children a sense of pride and satisfaction through showcasing their work through high quality displays throughout the school and parent galleries.
- Use a sketchbook as a working tool to develop skills, knowledge and a record of progress and achievements.
- Take ownership of their artistic choices and encourage children to develop their own individual style.




Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future

### Our Values & Curriculum Drivers









**At Hove Learning Federation, Art is driven by the following values:**

	<b>Love of Learning</b>	<ul style="list-style-type: none"> <li>• Enjoy immersive learning opportunities that aim for children to experience what life in different periods was like.</li> <li>• Inspire children's curiosity and understanding about a diverse range of artists from historic and current times.</li> <li>• Develop children's secure understanding of observation and representation.</li> <li>• Develop children's skills of enquiry through the investigation of artefacts, online sources, pictures and real-life stories.</li> <li>• Encourage children's ability to critique the work of other artists and develop opinions.</li> <li>• Embrace the art of visual storytelling and interpretative imagery.</li> <li>• Encourage thinking about what influences and inspires art and artists.</li> </ul>
	<b>Equality, Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Support children to be proud of their personal heritage and how this can be represented in the arts.</li> <li>• Enable children to make personal connections with art and artists.</li> <li>• Foster a sense of identity and an increased understanding of children's own position in their community and the world.</li> <li>• Help children to learn to value their own and other people's cultures and consider how art is used to express this.</li> </ul>

	<p><b>Aiming High</b></p>	<ul style="list-style-type: none"> <li>• Be reflective and analytical of a diverse range of art and artists.</li> <li>• Evaluate the effectiveness of the work of others and express opinions with reason.</li> <li>• Teach children to reflect and improve through their sketch book work so they understand the journey of refining skills to accomplish desired results.</li> <li>• Inspire children to attain high standards by introducing purposefully chosen artistic methods each year.</li> </ul>
	<p><b>Respect and Well-being</b></p>	<ul style="list-style-type: none"> <li>• Foster empathy and respect for different perspectives and backgrounds.</li> <li>• Show pride in their own and others' work.</li> </ul>
	<p><b>Nurture and Citizenship</b></p>	<ul style="list-style-type: none"> <li>• Develop an ability to express themselves through the arts.</li> <li>• Learn to interpret the possible messages in the art work of others.</li> <li>• Understand how artists have used art to tell stories, represent historical events, show strong opinions and spread positive messages.</li> <li>• Use art to communicate important emotions and beliefs</li> </ul>






### Our Curriculum Design

Meet the needs of every child across the whole curriculum









<p><b>Equity</b></p> 	<p><b>Inclusion</b></p> 	<p><b>Learning Behaviours</b></p> 	<p><b>Personal Development</b></p> 	<p><b>Skills</b></p> 	<p><b>Knowledge and Understanding</b></p> 	<p><b>Creative and critical thinking</b></p> 	<p><b>Cultural Capital</b></p> 
<p>Equality of opportunity. All children to succeed no matter their entry point.</p>	<p>Every child, whatever their individual abilities or needs, is equally valued.</p>	<p>Attitudes and attributes for learning and life.</p>	<p>Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.</p>	<p>Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.</p>	<p>Deep learning of the key concepts of our curriculum and the National Curriculum.</p>	<p>Both are nurtured. Children are challenged to question, reason and express themselves.</p>	<p>Is a golden thread, woven through everything we do to teach children well.</p>

### Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

<p><b>Independence</b></p>	<p><b>Perseverance</b></p>	<p><b>Curiosity</b></p>	<p><b>Imagination</b></p>	<p><b>Co-operation</b></p>
				

## Art Long Term Sequence Features

Sequencing 	Small Steps 	Spiral 	Long Term Memory 	Making New Links 	Cognitive Load 	Key Concepts 	Substantive and Disciplinary Knowledge 
<p>Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their artistic knowledge and understanding through exposure to a progression of substantive and disciplinary knowledge</p>	<p>Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.</p>	<p>The spiral design of our curriculum means children will return to key learning points and concepts. For example, in EYFS children will begin to explore the foundations of colour and colour mixing. These skills will be revisited and developed as children move up throughout the school.</p>	<p>The progression of knowledge in Art has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!</p>	<p>The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.</p>	<p>Our long-term sequence for history reduces cognitive load by mapping out opportunities for children to review previous years' and units' learning. All staff are aware of the units and lessons covered in previous years in order to refer back.</p>	<p>Children develop knowledge about the 7 key concepts in art. They are given the opportunity to experiment and explore these with a wide range of media and tools.</p>	<p><b><u>Substantive Knowledge</u></b> The subject knowledge and explicit vocabulary used to learn about the content. This also refers to the study of specific artists and artworks and the language of art in which we use to analyse and discuss art and design.</p> <p><b><u>Disciplinary Knowledge</u></b> The discrete artistic skills and techniques which are explicitly taught in reference to the 7 principles of art and design.</p>

## Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for Art (2013).

**Why do we have a long-term sequence? What is its purpose?**

- It is our intention for children to deepen their artistic knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.

- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

**EYFS:**

The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as ‘Development Matters.’ Art activities are derived predominantly from the ‘Creating with Materials’ area of learning, and is then broken down into 'Creating with Materials' and 'Being Imaginative and Expressive'.

**KS1 and KS2:**

Across each key stage, children explore drawing, painting, print making, 3D work and a range of mixed media including textiles, collage and clay. Revisiting these units as children progress throughout the school, allows them to refine their skills, deepen their understanding and explore each medium in more depth.

In key stage 1, children work on a 4-stage lesson model for each unit which includes exploring and developing key skills in their sketchbooks before producing a final piece and then evaluating their work based on the key skills and knowledge covered in the unit. This allows more time and focus to be spent on exploring specific skills rather than the focus being on a finished piece of artwork.

In key stage 2 children also follow a four stage model for each unit of art: Discuss – Explore - Develop – Evaluate. In the ‘exploring’ and ‘developing’ stages they are encouraged to work on and refine their skills with each discipline. This leads to them being able to plan an individual end piece, often inspired by but not replicating, the work of other artists. This piece should be unique to their perspective and choices.

The spiral nature of our art curriculum means children re-visit the 6 main principles of: drawing, painting, printmaking, textiles, sculpture and collage as both their fine motor and art appreciation skills develop.

**HLF Art Long Term Plan**

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression.

HLF LONG TERM PLAN YEAR 2023 - 2024							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
AU1	Unit <b>Bears, Bears, Bears!</b> Explore colour and colour-mixing.	<b>Wonderful and Wild</b> Observational Drawing of Class Animal	<b>Space- To Infinity and Beyond</b> Explore colour and colour-mixing. Painting Planets	<b>Portals through the Ages</b>	<b>Roamin' Romans</b>	<b>Brighton Rocks: coast to coast</b>	<b>Passport to the World</b>
	CQ						
	Steps	-Develop ideas -Master techniques -Develop pencil and line drawings -Draw from observation -Discuss what art is and what artist do -Evaluate	-Mix primary colours to make secondary. -Add white and black to colours to make tints. -Use colours to make tones. -Draw lines of different sizes and thickness. -Focus Artist: Kandinsky -Evaluate	<b>Portraits</b> <b>Cave painting</b> <b>Observational drawing</b> <ul style="list-style-type: none"> <li>I can learn to use sketch books as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning</li> <li>I have experimented with                             <ul style="list-style-type: none"> <li>colour</li> <li>pattern</li> <li>texture</li> <li>line and tone</li> </ul> </li> <li>shape and form</li> <li>media – sketch pencils, charcoal and chalk, pen and wash</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>I know how to create tonal drawings (light/dark) to show light and shadow and create effect</li> <li>I can use my pencils to show line, tone and texture</li> <li>I can use hatching and cross hatching to show tone and texture</li> <li>I can draw for different purposes: recording, analysing, sketching and planning</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>I can mix primary colours to make secondary</li> <li>I can add white to colours to make tints and black to colours to make tones</li> <li>I can make tones of colour without using black and white</li> <li>I can water colour paint to produce washes for backgrounds then add detail</li> </ul> <b>Artist – Andy Goldsworthy/ Cas Holmes</b> Take inspiration from classic and modern artists <ul style="list-style-type: none"> <li>I can develop understanding of the work of artists past and contemporary, across a range of genres</li> <li>I can describe the work of notable artists, artisans and designers</li> </ul>	<b>Look at Marcus Vitruvius Pollo – personal architect of Julius Caesar 2020-21</b> <ul style="list-style-type: none"> <li>I can describe the work of notable artists, artisans and designers</li> </ul> <b>Clay Roman Busts</b> <ul style="list-style-type: none"> <li>Use observational skills to draw a head and shoulders portrait</li> <li>Consider scale and proportion in facial dimensions</li> <li>Experiment with clay and learn basic techniques for joining, shaping and decorating</li> <li>Produce a self-portrait 'bust'</li> <li>Evaluate</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>I know how to create tonal drawings (light/dark) to show light and shadow and create effect</li> <li>I can use my pencils to show line, tone and texture</li> <li>I can use hatching and cross hatching to show tone and texture</li> <li>I can draw for different purposes: recording, analysing, sketching and planning</li> <li>I can annotate my sketches to explain and elaborate my ideas</li> <li>I can work from observation/imagination/memory</li> <li>Sketch pencils</li> </ul> <b>Sculpture</b> <ul style="list-style-type: none"> <li>I can use a combination of shapes</li> <li>I can include lines and texture (using wool into wire or straw/wire/whistles/mustroc</li> <li>I can work individually and collaboratively to combine ideas</li> <li>I can use rolled up paper, straws, paper, card and clay as materials</li> <li>I can use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface</li> <li>I can explore balancing materials for my sculpture</li> <li>I can create a balanced sculpture</li> <li>I can use tools to carve and add shapes, texture and pattern</li> <li>I can create and combine shapes to create recognisable forms</li> </ul>	<b>Perspective drawing</b> <b>Drawing</b> <ul style="list-style-type: none"> <li>I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight (see milestone 2)</li> <li>I can choose which techniques to use to show movement, perspective, shadow and reflections.</li> </ul> <b>Chalk and oil pastels</b> <b>Collage</b> <ul style="list-style-type: none"> <li>I can mix textures (rough and smooth), plain and patterned.</li> <li>I can combine visual and tactile qualities</li> </ul>	<b>Take inspiration from classic and modern artists</b> <b>Georgia O'Keeffe study (biography in sketch books)</b> <ul style="list-style-type: none"> <li>I can develop understanding of the work of artists past and contemporary, across a range of genres</li> <li>I can describe the work of notable artists, artisans and designers</li> <li>I can use some of the ideas of artists studied to create pieces</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>I can use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight (see milestone 2)</li> <li>I can choose which techniques to use to show movement, perspective, shadow and reflections (see milestone 2)</li> <li>I can use lines to represent movement</li> <li>I can make choices about media – pencils, pen and wash, charcoal, chalk/oil pastels/</li> </ul> <b>Doodle art – cacti</b> <b>Cacti plastic sculptures (playground display/ classroom display)</b> <b>Totem poles drawings/sculpture.</b> <ul style="list-style-type: none"> <li>I can take inspiration from the work of mixed media artists/illustrators and people from other cultures</li> <li>I can create original pieces that show a range of influences and styles</li> </ul>

## Art Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

	Year R (Creating with Materials, Being Imaginative & Expressive)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Exploring and Developing Ideas	<b>By the end of Reception (ELG):</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		<b>By the end of Year 2:</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. <b>National Curriculum:</b> Children produce creative work, exploring their ideas and recording experiences.		<b>By the end of Year 6:</b> Children should feel more confident in exploring themselves as individual artists, removed from the idea of 'perfection' and that art must be 'realistic' to be good. Children have vocabulary and experience in order to express their own opinions about their work, peers and famous artists. Children should be able to look back at their sketchbooks with pride and understanding of how they've progressed. <b>National curriculum:</b> Children should become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. They should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			
	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make	Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings	Respond positively to ideas and starting points	<i>Respond positively and extend ideas and thinking from initial starting point to finished product.</i>	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Explore ideas from first-hand observations.	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Review and revisit ideas in their sketchbooks; offering feedback to their peers using technical vocabulary.		
	Is developing his/her own ideas and is then able to use to express them	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Explore ideas and collect information, discuss successes and areas for development.	<i>Reflect upon and discuss a range of their work and identify specific ways in which they might improve it.</i>	Question and make observations about starting points, and respond positively to suggestions made by peers and teachers.	Think critically about their art and design work; offer feedback using technical vocabulary.		
	Can join different materials and explore different textures		Describe differences and similarities and make links to their own work		Describe the work of notable artists, artisans and designers. Take inspiration from classic and modern artists	Use digital technology as sources for developing ideas and exploring these in their sketchbooks too. Y5 Computing.		
	Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc		Try different materials and methods to improve, and talk about results	<i>Make informed choices on which material would be suitable for a particular purpose and talk about what they would do to change/improve their work.</i>	<i>Develop a 'trial and error' approach to sketchbooks. Adapt and refine ideas based on feedback.</i>	<i>Feel confident in, and celebrate mistakes. Move away from the idea of perfectionism. Adapt and refine ideas based on self-assessment.</i>		
		Creates collaboratively sharing ideas, resources and skills	Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		<i>Instill growth mindset in response to their own work and instill an idea of individuality. Use key vocabulary to discuss their concepts to others.</i>		<i>Confidently showcase work as an individual and able to explore and explain the process behind work and sketchbooks.</i>	
Vocabulary	Colour wheel, mixing, primary colours, shapes, features, line, texture, marks, artwork		Explore, develop, developing, respond, create, design, compare, contrast, evaluate, similarities, differences, materials, methods, links, collect, retrieve, genre, generation, history, past, present	Continue to explore vocabulary from Year R and Year 1.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.		Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	
Drawing	<b>By the end of Reception (ELG):</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		<b>By the end of Year 2:</b> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. <b>National Curriculum:</b> Children become proficient in drawing techniques. Children use drawing to develop and share their ideas, experiences and imagination.		<b>By the end of Year 4, children:</b> develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. <b>National curriculum:</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.		<b>By the end of Year 6, children:</b> continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. <b>National curriculum:</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.	
	Uses drawing to represent ideas like movement or loud noises	<i>Experiment with line, making and describing different lines.</i>	Draw lines of varying thickness <i>And tone by making</i>	<i>Continue to experiment with line. Develop skills and control with art</i>	Experiment with showing line, tone and texture with different hardness of pencils. (Portals through the Ages) <i>Recognise different grade pencils for various aspects of</i>	<i>Continue to build and reflect on these skills learnt in previous years and appropriately select the right one with more independence. Use a variety of techniques to</i>		

## Art in EYFS

The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as 'Development Matters.' Art activities are derived predominantly from the 'Expressive Arts and Design' area of learning, and is broken down into 'Creating with Materials' and 'Being Imaginative and Expressive'. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Many of the basic skills, knowledge and understanding which are important for Art are developed through cross-curricular activities such as: music, singing & dancing, art, stories & rhymes with colour, imaginative play, modelling and using technology creatively. Specific Art tasks are either planned as focused tasks which are led by an adult, or they are child-initiated i.e. the child chooses to work in the indoor/outdoor learning environment with Art resources provided.

## Substantive Knowledge

This is the subject knowledge and explicit vocabulary used to describe the established facts that are central to this subject.

## Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our artistic substantive concepts (see below) are the ‘golden thread’ running through our art curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

It supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

### History 3D Curriculum

Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6. E.g. the concept of ‘form’ which is studied in sculpture and textile units across key stages.</p> <div style="text-align: center;"> </div>	<p>Links between subjects, commonly known as cross-curricular, or themed e.g.2 ‘Welcome to the Jungle’- Children will explore the theme of the ‘Rainforest’ and produce work using a variety of media looking closely at the work of wildlife photographer Tim Lamen</p> <div style="text-align: center;"> </div>	<p>Concepts connected across both year groups and across subjects for patterns are found in printing, textiles and other art units and these are linked to the Islamic art that children learn about when studying Muslims in RE and in maths when looking at tessellation and reflection.</p> <div style="text-align: center;"> </div>

## Art Substantive Concepts




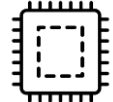


We have defined 7 substantive concepts that are the suggested vehicles to connect substantive knowledge. We return to these across the topics within our spiral curriculum design and ask ‘Thinking Questions’ to explore children’s understanding and prompt enquiry. Our intention is to provide children with the essential subject knowledge and vocabulary about the creative artistic processes of the chosen disciplines (outlined in our disciplinary knowledge section) through the explicit teaching of practical techniques and the use of correct terminology within their lessons.

Shape	Line	Colour	Value	Space	Form	Texture
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.	Space in artwork makes a flat image look like it has form.	Artists use form when they create Sculptures. These are 3D shapes	Texture is the look and feel of a surface.
How are shapes used or combined? How does the combination of shapes make things look 3D?	Is the use of line static or dynamic? How do they determine motion and direction in a piece?	How has colour been combined and varied to create mood and reaction in the viewer?	How has the intensity of the colour been altered by adding white or black?	How has the empty area around shapes been used? Why has the artist chosen to do this?	How has the artist made flat parts of an image appear 3D, e.g. through shading?	How is the feel of a piece related to the materials it is made from?



## Disciplinary Knowledge

Disciplinary knowledge describes the understanding of artistic processes and the questions that artists ask to create and evaluate works of art. It is the skills children use when practicing art. We have outlined 6 disciplines that the children are taught to master over their time at the Hove Learning Federation.

Drawing 	Painting 	Printmaking 	Textiles 	Sculpture/3D 	Collage 
Drawing is used to convey specific ideas, scenes, characters, instructions or information to other people.	Painting is the expression of ideas and emotions, with the creation of certain aesthetic qualities, in a two-dimensional visual language.	Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.	Working with fabrics and stitch, pupils learn how to create functional products using a range of specialist equipment, processes and tools.	Sculpture involves the creation of artistic objects in three dimensions.	Collage is the design, patternmaking, dimension and composition. Skills such as gluing, cutting and tearing are developed.

At Hove Learning Federation we also aim to equip children with theoretical knowledge so that they can relate to art itself as a discipline. Through our structured stages within each art unit, children will be encouraged to consider, critique, discuss and debate a wide and diverse range of art including the evaluation of their own pieces. They will explore the impact of art over time and be encouraged to develop their own appreciation.

## Local Knowledge, Enrichment & Cultural Capital

### Local knowledge and community

Brighton and Hove is a wonderful, vibrant and exciting city, attracting creative people, artists and craft people. There are many art projects carried out in our schools across the city, and HLF are proud to have participated in the Children's Parade for many years. This unique community event opens the Brighton Arts Festival each year with 5,000 local school children participating, wearing costumes and carrying props they have designed and made themselves. Teachers and children collaborate with artists to make magnificent effigies, choreograph dance routines and chants, and develop design ideas that encourage imaginative flow. We also actively encourage children and families to explore the art offered by the city throughout the festival period

We strongly believe in promoting and building a creative hub within our school community and aim to encourage local artists, designers and crafts people into school to work with the children. We have supported local hospice 'Martlets' through taking part in their creative projects such as the 'Snow Dog' and more recently 'Shaun the Sheep', worked with local artists during our KS2 art weeks and participate in nationwide initiatives such as giving children the opportunity to enter work to be considered for the Royal Academy of Arts Summer Exhibition. Our work with the Arts has led to our Junior school being accredited with a silver Artsmark Award.



**Artsmark  
Silver Award**  
Awarded by Arts  
Council England

### Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

### Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an

appreciation of how human creativity and achievement in the past has, and continues to, influence our lives. However cultural capital is also derived from the learning opportunities in the classroom, the sources of inspiration for lessons carefully curated by our staff and the dialogue around the arts that children are engaged with.

## Implementation

### Sequencing

Our Art curriculum is taught across each year group in units which link to our topics. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An example of this is outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Exploring colour and colour mixing through paint</b>	<b>Varied media exploration through observational drawings, sewing and printing</b>	<b>DT focus</b>	<b>Texture Exploration/Varied Media through clay, paint and textiles</b>	<b>Shape Exploration through observational drawing, weaving and collage</b>	Drawings and sketching, collage
<b>Year 1</b>	<b>Drawing and Sketching</b> Class animal	<b>Drawing &amp; Sketching Painting &amp; Printing</b> Fruit drawing and painting Artist Focus: (Giuseppe Arcimboldo)	<b>Drawing &amp; Sketching Painting</b> Dragon art Artist Focus: (Hitofude Ryuu)	<b>Printing and collaging</b> Castle collage Artist Focus (Albert Jacobszoon)	<b>Mixed media collage-printing, collage and marbling</b> Flower art Artist Focus: (Claude Monet)	<b>Sketching and clay sculpture</b> Minibeast art
<b>Year 2</b>	<b>Drawing and Sketching</b> Class animal  <b>Painting</b> Colour Mixing Artist Focus: (Wassily Kandinsky)	<b>Drawing &amp; Sketching Painting &amp; Printing</b> POP Art Artist Focus: (Roy Lichtenstein & Yayoi Kusama)	<b>Drawing &amp; Sketching Painting &amp; Printing</b> Animal half faces Artist Focus: (Tim Laman)	<b>Collage</b> Mixed media collage Artist Focus: (Nixiwaka Yawanawa & John Dyer)	<b>Sculpture</b> Clay art Artist Focus: (Henry Moore and Barbara Hepworth)	<b>Sculpture</b> Human and Physical materials Collaboration Art Artist Focus: (Andy Goldsworthy & Chris Jordan)
<b>Year 3</b>	<b>Drawing &amp; Sketching</b> Observational drawing natural objects (Andy Goldsworthy?)	<b>Painting</b> Skills development Mixing shades and tones (Cave painting)	<b>Mixed media - Drawing/painting/collage</b> (John James Audubon/ Kenojuak Izhevsk study for creation of imaginary bird)	<b>Collage / Sculpture</b> Art using recycled materials	<b>Whole School Topic linked Art Week</b>  <b>Drawing</b> Skills development	<b>Whole School Topic linked Art Week</b>  <b>Printing</b>
<b>Year 4</b>	<b>Art Appreciation:</b> Look at Marcus Vitruvius Pollio – personal architect of Julius Caesar 2020-21  <b>Drawing</b> Skills development  <b>Sculpture</b> Clay Roman busts	<b>Texture / Collage</b> Mosaics (Gaudi)	<b>Art Appreciation:</b> look at illustrator of Odd & the Frost Giants Chris Riddell  <b>Drawing</b> Skills development	<b>Painting</b> Skills Development	<b>Whole School Topic linked Art Week</b>  <b>Collage</b>	<b>Whole School Topic linked Art Week</b>  <b>Printing</b>
<b>Year 5</b>	<b>Drawing</b> Perspective drawing	<b>Painting</b> Skills development: autumn colour palettes	<b>Art Appreciation:</b> Bridget Riley, M C Esher (print)  <b>Digital Art (Computing module)</b>	<b>Art Appreciation:</b> Frida Kahlo artist study	<b>Whole School Topic linked Art Week</b>  <b>Collage</b>	<b>Whole School Topic linked Art Week</b>  <b>Printing</b>



<b>Year 6</b>	<b>Art Appreciation:</b> Artist study Georgia O'Keefe  <b>Sculpture</b> Cacti plastic Sculptures	<b>Drawing /Sculpture</b> Totem Poles	<b>Textiles</b> 'Make do and Mend'	<b>Digital Media</b> Propaganda Poster	<b>Whole School Topic linked Art Week</b>  <b>Collage</b>	<b>Whole School Topic linked Art Week</b>  <b>Printing</b>
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## Pedagogy

### Key Principles for Effective Teaching & Learning at Hove Learning Federation

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	making it stick' - transferring knowledge to long-term memory 

### Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<b>Sweller's cognitive load theory</b> 	<b>Rosenshine's principles of instruction</b> 	<b>Cain and Oakhill's vocabulary instruction</b> 	<b>Maslow's Hierarchy of Needs</b> 
<b>Fiorella and Mayer's generative learning practice</b> 	<b>Ebbinghaus' forgetting curve</b> 	<b>Interleaving and Spacing</b> 	<b>Bloom's Taxonomy</b> 
<b>Retrieval Practice</b> 	<b>Bruner's Spiral Curriculum</b> 	<b>Pupil Book Study</b> 	<b>Education Endowment Foundation</b> 

### Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

**Examples of in class formative assessment opportunities**

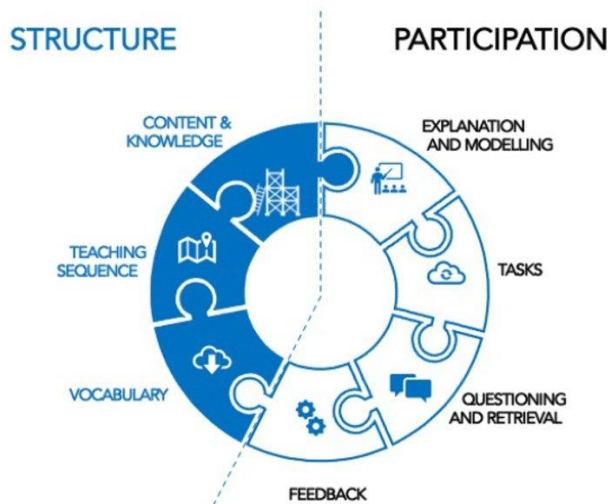
deliberate practice and rephrasing of taught content 	cumulative quizzing within the learning sequence 	structured discussions in class 	retrieval and recall 	explaining and challenge partner talk 
self and peer assessment 	teacher feedback and summaries 	diagnostic questioning 	higher order thinking and exit tickets 	summarising and explaining the Big Question from the sequence 
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & concept questions 

**Mapping and Planning – 7 Lenses**

Alex Bedford’s Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning ‘travel’ with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

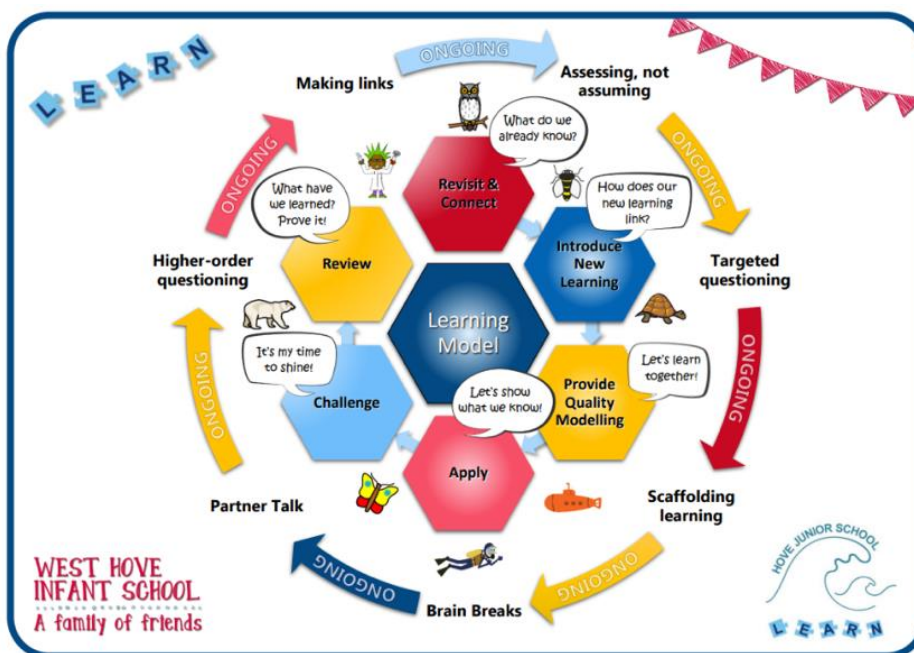
## Lesson Structure/Model

### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a variety of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts, and that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.

## Diversity and Identity across the Art Curriculum

Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and discuss times when this has not always been the case in the past, often represented through artistic mediums, to support learning and promote tolerance.

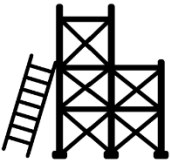


Across all key stages we look to a diverse range of local and international artists and their work. Taking inspiration from historic artists and art genres, art based on tradition and culture from around the world, religious art and modern art and artists.

## SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	-Identifying the <b>CRITICAL CORE CONTENT</b> that pupils with SEND need to know and use.
	- <b>CHUNKING</b> knowledge and knowledge notes/models in manageable sections
	-Teachers use structured <b>RESPONSIVE FRAMEWORKS</b> (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured <b>DELIBERATE PRACTICE</b> to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured <b>CHALLENGE FRAMEWORKS</b> to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.
	· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.
	· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.

	<p>· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</p>
	<p>· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)</p>
	<p>· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology</p>

**To adapt learning for fine motor skills:**

- Explore a variety of different sized equipment so children can select which one works best for them.
- Gauge the right the size of paper or utensils to make learning accessible (paintbrushes, chubby pencils, larger crayons or pastels, A3 Cartlidge paper, larger sewing needles or felt squares)
- Allow child longer during the attempt phase to secure their understanding or to allow more time to practice the practical technique.




**Impact – How do we know our curriculum is effective?  
Evidencing the standards of Teaching and Learning**

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps




**Hove Learning Federation Impact**

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

<b>Learning Behaviours</b>	<b>Emotional</b>  Names and expresses emotions Manages impulses of personal behaviour	Shows pride in successes	<b>Social</b>  Focuses on learning in class Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	<b>Cognitive</b>  Organises time and space for own learning Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions			
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

### Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see

<b>Flip/PowerPoint and planning look</b> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<b>Book Look</b> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<b>Pupil Voice</b> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

'Implementation'). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine's Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is 'sticking' in the children's long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).



## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
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## Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

### Summative Assessment

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## Continuous Professional Development for all Staff

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching

- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## Governors

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.