









ART AT THRYBERGH FULLERTON

BIG IDEAS	INTENT	DEEP LEARNING AND RETRIEVAL
<p> Creativity Understanding how everyday and exceptional creativity can inspire and change perceptions.</p> <p>Children will discover creativity, including the qualities of persistence, determination, originality and resilience that form the basis of the creative process. Through this big idea, children develop an appreciation of the importance of experimentation, trial and error, original thought and self-expression.</p> <p> Significance Understanding why significant people, places, events and inventions matter.</p> <p>Children will be taught about significant people that have shaped art and design. Through this big idea, children develop an understanding of key people, places, and events that have changed their everyday lives and the world at large.</p>	<p>The aim at Thrybergh Fullerton is to provide opportunities for children to develop as independent, confident, resilient and successful, life-long learners.</p> <p>Through the implementation of a broad and balanced curriculum, we aim for our children to have high aspirations and to make an active and positive contribution to their school, their community and the wider society; now and in the future. We want our children to be equipped with the skills and knowledge to able to keep themselves safe and healthy both mentally and physically.</p> <p>Our art curriculum provides children with diverse and rich opportunities to; experience, explore and understand the awe and wonder of art and design. Where possible we give our children the chance to experience art/artists/museums first hand</p> <p>We intend for the children at Thrybergh Fullerton to build their art and design skills through a broad and balanced topic based approach.</p>	<p>The whole curriculum at Thrybergh Fullerton is structured to promote and exploit opportunities to make sure new learning is committed to long term memory. This is done by the way in which the curriculum is structured overall as a spiral curriculum in the main.</p> <p>Teachers use art ‘Knowledge Organisers’ to assess what learning has taken place. Questions will cover not only what is currently taught but what has gone before, but in the previous; term, year group and Key Stage.</p> <p>Testing out ‘sticky knowledge’ happens each lesson and in every subject.</p> <p>Remembering what has been taught and explored is celebrated and is a core part of the approach at Thrybergh Fullerton.</p> 
<p> Materials Understanding the unique and physical properties of all matter and how we interact with them.</p> <p>Through this big idea, children develop an understanding of the uses of materials and their unique, physical properties that make them fit for purpose.</p> <p> Place Understanding the visual, cultural, social and environmental aspects of different places around the world.</p> <p>Through this big idea, children explore the visual, cultural, social, and environmental aspects of places in their locality and the wider world. Children develop an appreciation of both the natural and urban landscape and begin to understand the bond between people and place or setting.</p>	<p><u>Implementation</u></p> <p>The Art curriculum is a ‘spiral curriculum’ where concepts are regularly revisited to ensure that meaningful connections are made.</p> <p>The children are taught in a way where prior learning is used a foundation for new learning which is subsequently well developed.</p> <p>Prior learning is referenced throughout the scheme of work and children become very familiar with the content and structure.</p> 	<p><u>Concepts</u></p> <p>The art curriculum at Thrybergh Fullerton is derived from the National Curriculum programme of study. The curriculum is delivered using cornerstones in all year groups and covers:</p> <ul style="list-style-type: none"> • Drawing • Painting • Printmaking • Collage • Photography • Colour • Pattern • Line and tone • <p>These are taught through exploring the following concepts.</p> <ul style="list-style-type: none"> • Human form • Creation • Evaluation • Comparing and contrasting • Significance (artists, works of art, periods of art) • Materials