

Thursfield Primary School

Disciplinary Knowledge

Thinking Like an Artist



There are broadly three strands of knowledge in art: practical, theoretical and disciplinary. Substantive knowledge includes both practical and theoretical knowledge. It deals with the established knowledge about the subject, or in other words, the important 'facts' of the subject.

Disciplinary knowledge is needed to engage in the practice and debate of the subject. It is taught and embedded within the teaching of each unit of substantive knowledge. Children are taught how to think and act like academics in the art world. To do this, they will navigate questions such as:

- What is art?
- How is art made?
- How is art judged and evaluated?

These questions are carefully woven through sequence of learning with opportunities for teachers to model disciplinary thinking.

EYFS

Early Learning Goals - Expressive Arts and Design – Creating With Materials

- Share their creations, explaining the process they have used

- Talk about their design
- Show someone how they created something
- Refine ideas and amend creations

KS1

Year 1

- Identify an aspect of a piece of art work that they like
- With encouragement, use relevant tier three vocabulary when talking about their work

Year 2

- Identify an aspect of a piece of art that they like and an aspect of art that they dislike
- With increasing confidence, use relevant tier three vocabulary when talking about their work

LKS2

Year 3

- Examine art work continuing to develop their own preferences whilst beginning to explore possible reasons for artistic choices made e.g. use of dark colour or decision to use watercolour paint
- Explore different ways that their art work could be improved or further developed
- Use precise, artistic language, including tier three vocabulary, when referring to their artwork.

Year 4

- Examine art work continuing to develop their own preferences and also continue to explore possible reasons for artistic choices with increased confidence.
- Explicitly use their own critiques or the critiques of others to directly improve or develop their artwork.
- Evaluate both their own work and the work of peers, listening thoughtfully to the opinions of others and use these opinions to improve their own work.
- Use precise, artistic language, including tier three vocabulary, when referring to both their own and others artwork.

UKS2

Year 5

- Begin to analyse the extent to which their intended outcome has been achieved i.e. Are key features that they planned to include in the development stage, present?
- Partake in peer review, examining the extent to which a peer has achieved their intended outcome
- Reflect regularly on their own work in an iterative process
- Demonstrate an increasing awareness of Art and Design subject language and use this developing vocabulary when talking about art work.
- Ensure subject vocabulary is increasingly used with the purpose of making connections between artists, artistic style, techniques and media used.

Year 6

- With increasing confidence, analyse the extent to which their intended outcome has been achieved
- Regularly engage with peer review, analysing the extent to which they and a peer have met their intended outcome, utilising this process to make amendments to both parties' art work
- Demonstrate a solid grasp of Art and Design subject language and use this high level vocabulary when talking about artwork
- Ensure subject vocabulary is increasingly used with the purpose of making connections between artists, artistic styles, techniques and media used.