

Art Curriculum Statement

"You can't use up creativity, the more you use the more you have." Maya Angelou
"Art is not what you see, but what you make other see." – Edgar Degas

INTENT

Purpose of Study

Art, craft and design embodies some of the highest forms of human creativity. We intend to provide a high-quality Art education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also build the knowledge of how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. -National Curriculum.

Rationale

Our Art Curriculum is designed to develop knowledge and skills that are progressive; enabling children to strengthen both critical-thinking and problem-solving skills. Art is a language that allows children to express and develop their ideas and emotions; artistic activities are full of processes that help children to grow and stimulate their creativity whilst nurturing their soul. Art stimulates both sides of the brain, increasing the capacity of memory, attention and concentration, acquire social skills, their self-esteem and art gives them the opportunity to be expressive.

From this, children will experience

- 2D - Drawing and Painting
- 3D - Developing a Perception of Depth
- Print and Mixed Media

Throughout their journey they will practise:

Line Colour Shape Space Form Tone Texture

IMPLEMENTATION

At the heart of our Art and Design lessons is the enjoyment and engagement using themes that interest them.

Every year group will cover all elements throughout the year and drawing is included through all strands building on prior knowledge and skills as they move throughout school developing mastery by the time they reach Key Stage 2.

The planned sessions are designed to begin with a 'Start Point' for each unit of work. Within this section critical dialogue is a vital component in order for children to gain a deeper understanding of the seven elements of art. It is a conversation

using targeted vocabulary that inspires insight on a particular topic so that children can participate in discussion and collective thinking as a group and it is designed to be a dialogue of creative exploration and analysis. By building on and revisiting learning in previous years the Art scheme of work constructs progression in learning in all three strands consisting of; 2D Drawing and Painting, 3D Developing Perception of Depth and Print and Mixed Media.

This process ensures children's learning is relevant, in-depth and meaningful. The three strands define key areas of learning for each discipline. They are, by their nature, intertwined. Learning experiences may originate from any one of the strands and will often integrate learning from all three.

Teachers will connect and weave learning and skills holistically across all strands by implementing our bespoke scheme of work. Each Unit of Work follows the same structure for every session divided into a clear, detailed starting point, class activity, sketchbook input, endpoint, skills and vocabulary learnt. Across the year groups KS1 and KS2 children will be exposed to an hour of art each week taught primarily by their class teacher. Furthermore, as a school we have also invested in a specialist artist that will enhance the teaching of Art and Design, providing specialist subject knowledge, expertise and resources when required.

IMPACT

At St John Fisher and Thomas More Catholic Primary School our priority is to ensure our children reach their full potential and get the most out of their education. Therefore, we utilise a range of assessment tools to recognise the pupils' progression and abilities. Our overall aim is to ensure essential Art skills and knowledge are embedded to aid future progression in upper year groups.

First and foremost, Summative Assessments are analysed on a termly basis using the school's own band tracker 1-5 to inform and address any trends or gaps in attainment. This system highlights those children that are working below, at age expected and above the National Average. From this, teachers are able to use this data to plan future lessons; ensuring children are supported and challenged appropriately. In conjunction, further information is gathered through the use of questionnaires; demonstrating pupil's and the staff's strengths, achievement, knowledge and areas that require improvement.

We are also an advocate of Formative Assessment within our school. With this in mind, we carry out Sketchbook scrutinies and unpick each child's journey and development from the lessons. Essentially, the 'Sketchbook Scrutinies' will provide SLT and the Art Lead the opportunity to insure all children are successfully reaching the 'National Curriculum' goals and expectations. Additionally, this process will identify whether learners are demonstrating the following skills: Exploring and Evaluation, Gathering Ideas/Learning Skills, Create and Evaluation.

In addition, all teachers observe the pupil's on- going progression during lesson time via asking questions and perusing their creations and subject knowledge. Furthermore, regular 'Learning Walks' are carried out via the Senior Leader Team to ensure that Art and Design is delivered to the children of the highest stranded .

From this, we are proud to display the children's work and creations around the school and we promote developing stimulating classroom displays. Consequently, this reflects the children's sense of pride in their artwork and they are able to take ownership of their learning.

