

Curriculum Intent Statement: Art and Design

Art - Intent, Implementation & Impact

What is the Intent of our Art curriculum?

At St.Botolph's CE Primary School, we see art as a vehicle for creativity and individual expression and an important part of the development of pupils' well-being. Art is a broad subject area that we believe allows for all children to excel and shine. We want them to become confident artists who can express, create and take risks. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks.

We aim to combine art knowledge and consistently high 'Quality First Teaching' to deliver a varied art curriculum that fosters artistic growth in all children from FS through to year 6.

Throughout their school time we want our children to build their values of resilience, endurance and patience, all of which are essential in art. We encourage children to make 'mistakes' and to adapt or learn from these, encouraging children to see 'mistakes' as positives across all areas and subjects across the school. We use self and peer evaluation to improve and develop their style alongside 'Austin's butterfly' approach.

We provide our children with a wide range of opportunities to learn about different artists, art styles as well as how art has changed throughout the ages. All children then have opportunities to take inspiration from an artist's style and techniques to draft and plan their own piece.

How is our art curriculum being Implemented?

We ensure a consistent understanding of art and design for every group of pupils. Teachers are aware of the skills that children will have been taught previously through the skills progression document (Linked to Chris Quigley Curriculum) to ensure that development and progress is made, building on previous learning.

We currently teach foundation subjects including art in classes, which often means we have mixed year groups but across the 2 year rolling programme it ensures that all children have covered all subject areas.

Art is included into our Golden Time programmes across the school.

Planning & Organisation

In our FS, staff work hard to provide the children with a range of experiences of art using significant events and the children's interests to develop a high quality cross curricular programme which excites, encourages and inspires.

Long-term planning	FS: Expressive Art and design within EYFS Framework and the Beskilled Trust EYFS Framework document. National Curriculum - Art Chris Quigley Essentials Curriculum
Medium-term planning	Key stage teams develop their Creative Curriculum plans, to ensure that all skills / knowledge are covered and developed for art. In KS1 Golden Time plans and themes are developed to ensure subject areas that don't fit within the scheduled sessions are still being delivered to a high standard. Artists link to the art focus and cover historical/modern artists. Include vocabulary that builds from year to year.
Short-term planning	'Creative curriculum' planning is created in teams. Lessons are planned to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge. These happen in weekly art lesson or as specific art days depending on the nature of the focus.

How is Art recorded?

As part of the national Curriculum, pupils should be taught: *to create sketch books to record their observations and use them to review and revisit ideas*

KS1 have portfolios of work on A3 paper to show progression of skills and introduce the idea of a sketchbook format.

Key Stage 2 have Art sketch books which they use throughout their time in LKS2 and UKS2. These encourage the use of creativity along with skills progression.

How do we ensure an inclusive curriculum?

Adapting provisions for SEND children

- Right pitch – know your children, plan and prepare for possible difficulties.
- Small steps – don't assume the children know what you mean, allow time for the new knowledge/skill.
- Repetition is the key.
- Use visual prompts – alongside the vocabulary and worked examples.
- Focus on a smaller part of the project rather than the whole.
- Use technology to allow children to record their responses.
- Allow to work alongside a partner.
- Model: Teacher modelling to the whole class Real time modelling with small group at the table

Providing a Challenge

- Not more of the same work. Increase complexity and depth (change the scale, point of view)
- Encourage self-direction. Where do they want to go? What do they want to try out? How are they going to do it?
- Offer a choice of ideas, materials.

- Expect higher level annotations. Not more writing but depth and quality of understanding.
- Encourage to ask questions, compare the artists, give opinion and reasons for it, explore and take risks.
- Encourage the detail and complexity.
- Notice and talk about the main elements of Art in their own and others' work.

In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our art lessons to be engaging and enjoyable. Children are given opportunities to repeat, improve and redraft skills.

How do we know what Impact our art curriculum is having on pupils' artistic knowledge?

There are no national standards in art, however we focus on taking starting points, then measure progress from them toward our agreed objectives and endpoints. The Art Subject Leader assesses the impact of the art curriculum on our pupils in terms of their skills progression, creativity and application of techniques through:

- ❖ Monitoring and evaluation of pupils' art experiences through sketch books, planning, observation of lessons and pupil voice.
- ❖ The introduction of an assessment system involving elements of, skills, creativity, knowledge and reflection, which is being trialled for the autumn term 2024.

The impact of our art curriculum is that we have fostered an environment where art is inspiring and that your artwork is not going to be perfect the first time or perhaps even ever and that that's okay because the journey and development is most important. Teachers build good relationships with children during art sessions so they know how to help and encourage those children that need it as well as allowing others to be more creative and independent. We encourage an environment where children will show resilience, endurance as well as the ability to critically view their own work whilst remaining positive about this using Austin's Butterfly model of evaluation and improvement.

We support children to strive to be the best artists they can be, ensuring that their own creativity can flourish and be praised rather than hidden or altered. Children are encouraged to voice their own opinions regarding different styles of art, mediums for art and even encouraged to debate within their lessons to express and form their own views.

We ensure that all children are given the same opportunities within art and that skills are not only taught but developed throughout their time here too. Teachers are aware of the work and skills that children will have used previously to ensure that development and progress is made.

Who else supports the pupils so they can excel and enjoy art?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to-one basis termly. They discuss the foundation subjects and what elements of their country topic they have enjoyed, found challenging and what they have learnt.

Parental support - We like to keep parents informed on the work that their children are completing in school. We use our parent/ school communication system (Weduc) to post information about the work that the children have been completing as well as posting photos of their achievements in the week. Our award assembly on a Friday morning (Bronze, Silver, Gold) allows teachers to celebrate the achievements that the children have made, these awards are read out to the school and a special certificate and sticker are sent home.

School Values - As a school we have 6 core values that the children utilise each and every day. These are used in our assemblies, discussed in lessons and used to create our award certificates. 'Creative' is one of these core values and encompasses our art and design work.

Governor Support - Our art governor meets regularly with the subject leaders to discuss art. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our art governor will support the children and staff by attending school on key art days, showing an interest in the children's work and discussing their work with the children.