



Whole School Curriculum Design: Art INTENT – IMPLEMENTATION - IMPACT



Intent

At Corbridge First School we value Art because it contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose. It provides children with a unique way of perceiving themselves and expressing their understanding of the world around them, which is not taught in other areas of the curriculum and which is essential to basic education.

We intend to provide children with opportunities to express themselves in emotional terms through their art experiences. We do this by developing an understanding of the work of artists, crafts people and designers, including providing opportunities for studying historical, cultural and religious art. We also discuss how they can apply this knowledge to their own work then develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely. We ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas. This should allow them to create a high quality "final piece." Finally, we value the evaluation of Art pieces so our pupils experience and learn an artistic visual vocabulary and so that their expertise in the application of visual perception and in communicating visually is increased.

Impact

We help motivate children to produce high quality pieces of artwork through quality teaching that is engaging and fun. From our lessons, we provide children with an understanding of a variety of artists, techniques and mediums in a number of areas of art. We equip our children with the necessary skills and a love for Art. We measure the impact of our curriculum through the following methods: Ongoing verbal feedback and assessment

- Pupil discussions about their learning (pupil voice)
- Governor monitoring with our subject Art co-ordinator
- Photo and sketchbook and final piece evidence of the children's learning
- Book Scrutinies, learning walks and reflective staff feedback (teacher voice)
- Annual reporting of standards across the curriculum
- Analysis of assessment grids

Implementation

To ensure we meet the intended aims of the national curriculum 6 mediums are covered including Drawing, Painting, Printmaking, Textiles, 3D work and collage.

When designing our curriculum we have sought to focus on **5 main areas:**

Knowledge of an Artist/ designer: what did they create, why did they create it and how can this influence our own work?

Technique: What skills will the children learn?

Plan: using the artist influence and techniques learnt can they plan a final piece?

Create: creating their final piece using their knowledge. How have they used the artist influence? How have they developed their technique?

Evaluate: Can they evaluate their work? How could they improve it? What do they feel has been successful?

In KS1, In KS2,

Art at school provides challenging and enjoyable learning through a range of mediums.

The long term plan sets out the Art units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

Teachers use an Artist and progression of skills document which show how the children skills in each area are developed throughout KS1 and 2 and which artists are studied and the progression from the previous year.

Pupils participate in one high quality lesson each week.

Class teachers use ongoing observations and assessment for learning to monitor the progress and achievement of pupils and ensure they are appropriately challenged. Progress is recorded using the Art KS1 and 2 assessment documents.

Each class teacher follows a planning frame which includes development and understanding of Artists and techniques which is shown in sketchbooks. Each year group studies a different artist for each topic which link to topics or skills being taught. Skill and techniques are also progressive and outline in the artist grid to ensure progression throughout Key stage 1 and 2.

Sketchbooks are used to develop children's ideas and a Final Art pieces are used to assess understanding of a topic. Children evaluate their own work and others work at the end of each unit.

All children create a pencil drawing of the same picture each year. These are collated to assess the progression in drawing skills and can be observed across 4 years to show progress.

Success in Art is acknowledged and celebrated through displays in classrooms and around school or within the School Art Gallery.

Children are taught to use items of protective clothing as appropriate and are encouraged to develop safe and tidy work practices.

Teachers and children are aware of potentially dangerous materials and tools in relation to their storage and use.

The emphasis of our Art curriculum is inclusion for all children regardless of artistic ability. We provide suitable learning opportunities for all children, including those with SEND, and tasks are adapted where necessary. All children are given the chance to stretch and challenge themselves through making supported and independent learning choices in relation to tiered outcomes and challenges, which fosters engagement, motivation and ambition



SMSC

We explore identity and a context in which to express and understand ourselves and others through different mediums. Our content and approach improve our ability to appreciate and evaluate all forms of artwork regardless of whether we like them or not.