



Art

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

An understanding of artistic terms and vocabulary.

Diversity

To learn about art and artists, design and designers across cultures and through history.

Individuality

"Think like an artist and designer"
To inspire pupils and develop their confidence to experiment and invent their own works of art and design.

Knowledge & Skills

To develop and revisit a range of knowledge and skills.

Expression

Opportunities to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world.



Our Amazing **ACORNS** Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate in discussion and learning
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different societies and cultures
- N** • We welcome new opportunities to discover and learn, experiment and create
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In all year groups we follow the *Kapow* scheme, a spiral curriculum with progression, linked to the EYFS and national curriculum. This focuses on the elements included in our intent statement.

Projects often build from observing pieces of art or design to learning vocabulary and skills, then designing, making and evaluating activities.

Organisation

In EYFS, children learn through the following specific areas: Speaking, Expressive Arts and design - Creating with materials, and Physical development - Fine motor skills. All year groups have 3 blocks of art per year. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are woven throughout units.

Areas covered

Five strands run throughout:

- Generating ideas
 - Using sketchbooks
 - Making skills including formal elements (line, shape, tone, texture, pattern, colour)
 - Knowledge of artists
 - Evaluating and analysing
- Units in each year groups are organised into four core areas:
- Drawing
 - Painting and mixed-media
 - Sculpture and 3D
 - Craft and design

Enrichment and promotion of art

Alongside rich teaching and learning opportunities, classes have art displays when they are learning art. Some of our *Memorable Moments* raise the profile of art. Art is incorporated across the curriculum where possible e.g. in computing. Art is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, work scrutiny, pupil voice and teacher voice. The art action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in art, through building skills and knowledge.

In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit of work, which can support assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior leadership team can analyse outcomes and drive further improvement in art.



