

Subject on a page

ART

Our aims are that our art curriculum will...

At Grace Mary, we provide a safe and nurturing space for children to develop the confidence to explore, create and experiment with a range of materials, with access and provision to high quality art and design.

INTENT



Enable children to appreciate a wide range of artists and art works, contributing to cultural and contextual understanding.



Enable key drawing, painting and sculptural skills and techniques to be taught explicitly and built upon within each year group, encouraging pupils to experiment with a range of media and providing them with the tools and knowledge to use a range of materials and techniques competently.



Develop observation and description skills through their understanding of the seven elements of art and guide children to apply and consider these elements within the choices that they make as an artist.



Enable pupils to create artwork with a real purpose by displaying and sharing the work they create through exhibitions and class galleries.



Encourage pupils to discuss their work using appropriate vocabulary linked to the seven elements, and to value and respect their work and the work of others.



Provide our students with the opportunity to: express themselves within a safe and supportive learning environment that promotes a positive space for pupil health and well-being.

IMPLEMENTATION

-How do we achieve our aims?

Art, craft and design embody some of the highest forms of human creativity. Art is inclusive and accessible to all. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art is a way of exploring and responding to the world, its key historical and political events and a way of communicating feelings and emotions through visual literacy. As such art provides transferrable knowledge and skills that are relevant to other subjects in the curriculum and their life outside of the classroom.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our art curriculum is planned and organised into a progression document that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Each unit of work is designed to expose children to a range of artists and artworks from a range of historical periods (including modern day) and artists from around the world.

Concepts

We identify key concepts within our art curriculum that we feel are important for children to have a secure understanding of. The art leader uses formative assessment through observations of sketchbook work to focus on, and alter the curriculum design to support the delivery of subsequent art lessons and to target common areas for development for pupils to refine their practice further. The seven concepts are: line, colour, shape, texture, form, pattern and tone.

IMPLEMENTATION (continued)

Sketchbooks

In years 1-6 individual creativity and opportunities for exploration of media is supported by the use of sketchbooks. The benefits of sketchbooks are outlined below:

- Sketchbooks provide a safe, non-judgemental space where children are given regular opportunities to practise and experiment with new media and techniques with the freedom to explore.
- Children understand that their sketchbooks are not marked, which removes pressure that might limit creativity.
- Sketchbooks are used to enhance and encourage freedom of creativity.
- Sketchbooks provide pupils with the opportunity to practise and refine skills and techniques before applying them to their final piece.

IMPACT

-How will we know we have achieved our aims?



Children have an extensive base of knowledge, and can talk about a range of artists and art styles across history.



Children can make their own choices on what tools and media to use within their artwork and justify their decisions.



Children have an excellent knowledge of key artists, making links between art styles and can discuss the seven elements of art in relation to their own work and the work of others.



Student outcomes show a refinement of technical skills as they progress throughout the year groups.



Children can critically evaluate their work and the work of others using key artistic vocabulary.



Children can articulate their thoughts and emotions through visual communication and consider their composition for it to be the most effective.

Assessments

Art does not always fit neatly into tangible strands that have linear progression inherent in them. This makes assessment for progress more challenging and therefore a range of assessment tools are used.

Formative

- Children's knowledge, understanding and skills in art are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- Twice a year, the art leader, and a member of SLT will carry out comparative judgements on pupils' final piece of artwork (observational sketches). This will allow the art leader to scale pupils' work according to its quality. It will also allow the art leader to make curriculum adjustments if common issues arise.
- Evidence in pupil voice- Through discussion and feedback, children talk articulately using key artistic vocabulary to describe their work and the work of others. They can talk about the decisions made during their work in relation to the seven elements of art.