

Art Curriculum

Curriculum Intent

What is the intent of the Art curriculum?

- Art at St Thomas More Catholic Primary School is taught in line with the National Curriculum programme of study for art (2014) and the Development Matters (2021) within the Expressive Arts and Design area of learning.
- We provide a **high-quality** art education which equips children to use creativity, observation, and reflection to understand the world and apply this to areas of their own lives.
- The teachers plan the lessons they teach to revisit, remember, build on and apply skills which have previously been taught. Children will also learn new skills to achieve the objectives set by the 2014 National Curriculum.
- The curriculum is to promote new skills and challenge the children to apply and build on those skills in order to progress and develop.
- As a school, we nurture a progressive art curriculum which develops learning and results in children knowing, remembering, creating and understanding how their knowledge and skills can be applied in their own art work.
- Art lessons engage, inspire and challenge all children, setting high aspirations whilst embedding knowledge and skills.
- Children learn about a range of key artists and sculptures. These inspire children and encourage them to appreciate all forms of art.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The success criteria is clearly linked to the National Curriculum (2014) through careful planning linking knowledge and skills by teachers.
- Lessons are delivered weekly within school (classrooms, hall, outside or computer suite). We encourage children to embed their skills and knowledge of art in other areas of the curriculum e.g. design technology. Subject leaders have worked closely together to support teachers in making high quality curriculum links.
- Teachers have their own sketchbooks so that they can carefully model expectations to children.
- Teachers allow for cross-curricular teaching of art. This emphasises importance of art within the school and allow children to enhance their **cultural capital**.
- Teachers, who are highly skilled, in specific areas of art are offering CPD workshops for staff members. This is working towards enhancing art skills, sharing good practice and giving staff the confidence to teach art effectively.
- The school offer additional opportunities to children through afterschool art clubs.
- The school welcomes parents into classrooms for 'Bring Your Parent to....' Sessions, these allow children to celebrate, express themselves and showcase their achievements.

- Science, technology, engineering, art and maths (STEAM), art and writing and art and RE weeks are planned for on a yearly basis for children to investigate, explore and acquire key skills, **inspiring them and ensuring high aspirations** through learning about different artists, designers and architects.

SEND/Disadvantaged

- Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.

How is prior knowledge revisited?

- The sequence of lessons from Foundation Stage through to Year 6 enables a connection between art units; this allows children the opportunities to revisit and embed key knowledge and skills from previous units and apply to new units. The sequence of lessons will ensure that key skills and knowledge are embedded in the children's long-term memory.
- The children continue to use their art and DT journals from their previous year group so all their learning and progress in this subject is evident from Year 1 until they leave Year 6.
- Teachers use skills ladders to build and lay foundations for embedded learning from Reception to Year 6.
- Teachers plan lessons carefully, ensuring that knowledge which has been taught previously is revisited, built on and embedded. Children are subsequently able to make links between year groups effectively.
- Art and DT journals transition through year groups with children; this allows children to have the knowledge and skills they have learned previously, available at all times.

How is assessment used effectively?

- Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.

How is cultural capital developed through the curriculum?

- Children are taught about different artists throughout history within each unit of art which cover a diverse artists, sculptures, designers and architects.

- Children are given opportunities to explore artistic experiences, for example, workshops offering painting skills.
- Children learn how to be creative, resourceful, innovative, curious, and capable citizens. Through the evaluation of past and present art, they develop a critical understanding of its impact on daily life and **moral values within the wider world**.
- High-quality art education makes an essential contribution to the creativity, **culture**, wealth, and well-being of the nation.
- An art and DT club has been set-up for all children, however, to increase opportunities for all children, disadvantaged children have been encouraged to join to enhance their own personal experiences.
- Teachers at St Thomas More Catholic Primary school have made strong links with the community and other schools to ensure children are offered a wide range of artistic opportunities.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding progressing from their relevant starting points.
- Children have a range of skills and knowledge that meets the minimum requirements of the National Curriculum art programme of study (2014).
- Children are confident and competent and can skilfully use their knowledge to support them in other areas of the curriculum.
- Children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and DT and by **working collaboratively**.
- Our teaching of art within our school ensures that children can effectively use, develop, and express themselves through art; this inspires children and **raises aspirations**.
- Children will retain knowledge about their focus artists for each unit of work, remember this knowledge and understand how to use and apply this in their own artwork.
- Children will understand that we are all artists.

“Every child is an artist. The problem is how to remain an artist once we grow up.” – Pablo Picasso

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible”. -

MaryAnn F. Kohl

