

## **Intent**

At St Ethelbert's, art is fully inclusive to every child. Our aims are to fulfill the requirements of the National Curriculum, provide a broad and balanced curriculum and make sure that creativity is an integral part of a child's education. In Art, we aim for children to be curious, reflective and adventurous, experimenting with different media and resources. Art at St Ethelbert's allows the children to study a variety of artists and make cross-curricular links, particularly with DT, Science, History, Geography and R.E. Art is an inclusive subject, which contributes to children's personal development and celebrates excellence, through harnessing talent. The accessibility of our Art curriculum means that all pupils can succeed; they can better understand and respond to the world in which we live through a range of media. Its focus is to develop proficiency in skills, such as drawing, sketching and sculpture; to develop knowledge of a wide variety of work by different artists, in different styles; and to evaluate and analyse creative works, developing children's critical thinking skills. At St Ethelbert's, we develop proficiency but also nurture a classroom culture where it is safe to take risks; pupils know that in Art, the focus is on their journey as an artist and their own individual progress, meaning they do not need to worry about creating a piece of art that is "wrong". Children develop their understanding and appreciation of Art through effective teaching delivered by well-trained, passionate staff and carefully planned sequences of lessons and experiences.

## **Implementation**

We teach a skills-based art curriculum, which allows children to express their creativity as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. Each of our artists has their own sketch book, in which they can record ideas, practise new techniques and further refine their skills. These sketchbooks give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related artwork, enabling pupils to show resilience and dedication to complete any project to the best of their ability. Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of Art concepts and skills.

Where possible, explicit cross-curricular links are explored, to make learning experiences as cohesive as possible and to deepen pupil understanding of any given topic. Moreover, school visitors and trips are facilitated where appropriate/possible to provide a culturally rich, contextual learning experience.

### **Impact**

As part of our curriculum, the children will have knowledge about the work of a range of artists, craft makers and designers; they can describe the differences and similarities between different practices and disciplines, making links to their own work.

Within Art, we strive to create a supportive and collaborative ethos for learning by providing a range of learning opportunities using a variety of media. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our teaching is high quality and lessons are planned to demonstrate progression. We focus on progression of knowledge and skills and discrete vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class' work.
- Annual reporting of standards across the curriculum.
- Evaluation of sketch books.

