

Intent

We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles and 3D work and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth.

Art contributes to children's personal development in creativity, independence, judgment and self-reflection. It also enables them to create take care work which links strongly to our school values. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Fritchley CofE (Aided) Primary and Nursery School



ART

Curriculum

- * National Curriculum programme of study.
- * Early Years Framework.
- * 2 year rolling programmes ensuring that any repeated topics show progression.

Implementation

- * Pre-unit and post-unit assessments.
- * Use of knowledge organisers.
- * Art Exhibition at the end of the term to share pupil's artwork across school and with parents/carers.
- * Planning shows intended outcomes but is adapted to reflect children's interests.

Substantive: Assessment Opportunities

- *Pre-unit and post unit assessment.
- *Regular revision of sticky knowledge.

Substantive: Progression

- * Use of pre-unit and post unit assessments.
- * Ensure planning across the school shows progression, particularly for those skills that are repeated in different year groups.

Lesson Structure

- *Recap previous lesson and any sticky knowledge.
- * Input- What are we going is the intended outcome?
- *Teacher to model if necessary.
- *Thinking time. What would you like to do?
- * Child-led independent time. Encouraging children to be imaginative and inventive and free!
- *Evaluation. Self-assessment/peer assessment.

Impact

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are on track with the curriculum, they are deemed to be making good progress.

In addition, we measure the impact of our curriculum through: a reflection of what has been achieved against planned outcomes, a celebration of art at the end of term Art Exhibition, self/peer evaluation and pupil voice.

SEND Personalised Provision

Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo. In many cases, the children will be able to access part of the class learning. However, those children will have smaller steps of specific, targeted learning.