

Subject on a Page- Art

Intent – we aim to...

Teach skills that progress from Year 3 to Year 6

Stimulate children's creativity and imagination

Develop our core 5R Values

Develop children's awareness that art offers a unique way of responding to the world

Enhance children's artistic cultural capital through enabling them access to the work of a range of artists

Encourage children to experiment and explore art, using their sketchbooks to record and develop their ideas

Develop children's understanding that they are artists

Implementation – How do we achieve our aims?

Planning

Our art lessons have a focus on 'exploring and developing' ideas and on 'evaluating and developing our work'. These are two golden threads that run through our art lessons. Our art lesson content is linked to our whole school topic and works on a four-year rolling programme.

Specific key skills are revisited frequently: pencil skills (sketching and drawing), painting and exploring 3D media (such as clay work and modelling).

Planning focuses on developing skills and working towards a final iteration that the children are proud of – but can talk about the journey to get there.

Art lessons are structured consistently across year groups (non-core lesson structure).

Assessment

Children, with the support of their teachers, assess their artwork each term using Branston Skills Journals (these are provided in Year 3 and stay with the children until Year 6). Children are encouraged to self-evaluate their attainment against each outcome and mark their journals accordingly.

Extra Curr Opps

An extra-curricular, after school, art club is run regularly throughout the school year. The club is open to any child who wishes to attend.

In liaison with the local community, the children often engage in artistic projects for specific festivals such as Harvest and Christmas.

SEND

Our children with SEND access the art curriculum via their teacher's assessment. Lessons are carefully planned and resourced so that all children can access their learning at an appropriate level that both engages them and challenges them. To ensure that all children are included, appropriate adjustments to implementation are made to support individuals' needs (for example. if sensory issues mean that they cannot access clay work, painting or charcoal). We appreciate that just because a child has special educational needs (whatever the need), this does not preclude them from being strong, creative and talented artists. Art is a subject where academic boundaries do not apply.

Sketchbooks

When children transition to us they are provided with a sketchbook, which stays with them through school. This is a record of the development of their art skills from Year 3 through to Year 6. Children are encouraged to explore a range of ideas and techniques in their sketch books. It is important that the children understand why there is no 'right' or 'wrong', 'good' or 'bad' when it comes to art. Art is not about creating a 'perfect piece' but exploring techniques, tools and equipment.

Vocabulary

Throughout their art lessons, children are introduced to the key vocabulary that is important to their learning. They are then encouraged to use this when discussing their own artwork and that of others.

Values

Respect: This is not only promoted through valuing the art equipment in school, but also through the observations and comments children make to each other when evaluating their artwork.

Resilience: Art skills do not always come 'naturally'! We encourage the children to keep trying and to not give in – everyone can be an artist. Art is about exploration, experimentation and expression.

Reflection: We share out work with each other and reflect on what we have achieved and what we could improve upon next time.

Relationships: Children are encouraged to support one another and share their ideas and thoughts in a mutually respectful fashion. This includes when children work with a partner or in a group.

Responsibility: Children are required to take responsibility for their own learning- approaching lessons with a focused and hard-working attitude. They are also responsible for the things they say.

Impact – How do we know if we've achieved our aims?

Sketchbooks show a progression of taught skills

Children can speak about what they have created, using appropriate vocabulary

Children can explain how the 5Rs are demonstrated within art lessons

Children appreciate that through history art has been utilised in a variety of ways and that it still continues to be so

Children are able to talk about some of the artists whose work they have seen or explored

Children's sketchbooks demonstrate that they have explored a range of techniques and ideas

Children acknowledge that they are each artists