



Curriculum Statement – 2021/2022

Art

Intent

- Fulfil the potential of all our pupils; intellectually, socially, morally, emotionally, creatively and culturally.
- Foster and encourage a love of learning based around our core values of self-motivation, teamwork, resilience, independence, vision and emotional intelligence.
- Deliver a high-quality Art education embedded in opportunities for imagination and creativity in order to equip our children for careers in creative industries.
- Design a high-quality Art and Design curriculum that 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.
- Our pupils are taught to think critically and develop a more rigorous understanding of Art and Design.
- Pupils will be taught how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Pupils are equipped to use a variety of materials and tools, and develop a range of artistic techniques when exploring the visual elements of colour, pattern, texture, line, shape, form and space. To explore these techniques, children use drawing, painting, printing, collage, textiles and sculpture.
- Ensure that pupils become artistically digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the stage of their lives. Pupils will be equipped to continue to progress their knowledge and understanding of Art in the digital world, e.g. gaming software, graphic design.
- Provide a curriculum that builds upon previous learning: skills, knowledge and vocabulary are mapped out carefully to provide a progressive Art journey for pupils.
- Pupils are given the freedom to explore their own artistic ideas and to use their imagination to experiment in their sketchbook.
- Pupils can build upon their knowledge of Art history by exploring art movements and artists through time. They will build an appreciation of certain styles of art and make personal judgements about what they like and dislike using appropriate vocabulary to explain their thoughts.
- Units of work will begin with a stimulus to engage and inspire pupils, linked to the work of one or more artists, craftspeople, designers, architects or art movements.
- Pupils will be submerged in the process of being an artist: collecting information and ideas from a stimulus; observing; exploring and experimenting with techniques; developing a piece of art; evaluating.

Implementation

- The teaching of Art knowledge and skills is both sequential and relevant to pupil's age of development.
- Art is taught through discrete, blocked out units of time within a two-week period. There are three Art units across the year: one Art unit per term.
- Each year group is taught a variety of units (drawing, painting, printing, collage, textiles and sculpture), each of which incorporate the visual elements and objectives from the National Curriculum.
- Staff plan sequential lessons within bespoke units of Art: artist analysis; explore artist's work; experiment with techniques the artist used, e.g. the type of brush stroke or the type of printing technique; develop own piece of art using appropriate tools, materials and techniques.
- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge.
- Teachers set ambitious targets which stretch pupils of all abilities and allow inclusivity within all lessons.
- Each year group consolidates previous learning whilst gaining new understanding and skills, ensuring that all aspects of the National Curriculum are covered.
- The school continually purchases, maintains and develops its artistic resources to allow effective delivery of the National Curriculum.
- All tools, resources and materials are used under the guidance of class teachers with safety discussions at the start of lessons to ensure pupil safety.
- The school has a partnership with CulturEd (St Helens Cultural Education Partnership), which offers the best possible information on artistic and cultural opportunities across the local area.
- The subject leader has good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings.
- Artistic and cultural opportunities are sought for practitioners to visit school to deliver artistic workshops, and for pupils to have cultural class trips to art galleries and other places of interest.

Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work.
- Summative assessment is recorded for all pupils, showing pupils attainment in relation to specific learning objectives.
- Children's work is recorded in their own personal sketchbook which shows their creative journey through Primary School, whilst some larger pieces of art -or sculptural pieces- may be photographed or placed on display around the school.
- In the EYFS, class teachers assess children's development and progress in Art by making informal judgements as they observe children during continuous provision.
- In Key Stages 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in Art by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge.
- Pupils will cover the statutory and non-statutory guidance of the National Curriculum.
- Opportunities are provided to regularly revisit concepts and link ideas together.
- Pupils have access to artistic and cultural practitioners through our partnership with CulturEd (St Helens Cultural Education Partnership).
- School will foster a real love of Art and cultural opportunities.
- Upon leaving Newton-le-Willows Primary School, pupils will be proficient in drawing, painting, printing, collage, textiles and sculpture.
- Pupils will know about great artists, craftspeople, designers and architects, and understand the historical and cultural development of their art forms.
- Children will leave with specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society.