



Art Curriculum

INTENT

- **Our Vision**

At Stone CE School, we are committed to providing all children with a broad range of learning opportunities to engage in art and design. We aim to enable all children to have access to a varied range of high-quality art experiences whilst at our school. We aim to provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children. We want to inspire confidence, value and pleasure in art and to teach children to express their own ideas, feelings, thoughts and experiences in a variety of ways.

- **The rationale**

The study of art at Stone School will help children to express their ideas in another form. The children will gain a comprehensive range of techniques which are sequentially built upon, to enable them to show their ideas using a wide range of materials and styles. Using the three elements of drawing, painting and sculpture, each pupil is given the opportunity to experiment and to hone their control whilst encouraging creativity. Children will discuss, give preferences and find similarities and differences between both their own work and that of famous artists. They will continue to use perspective and judgement and they will use critical thinking throughout. Speaking and listening skills are a key element to our art curriculum and links to history are key as artwork is often used as an historical artefact.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the art curriculum is taught progressively and builds upon prior knowledge. When planning topics, teachers ensure they adapt their planning for different groups in their class and ensure this is documented on their plans. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in art. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

Children are introduced to new vocabulary when a new topic is taught as well recalling previous vocabulary from previous year groups. Vocabulary is displayed and referred to in lessons. Children will be exposed to reading about different artists to learn more about their lives. During topics, children will be required to do some level of research and comparison.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in art from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approaches**

At Stone School, art is taught both as an individual subject and in a cross-curricular, topic approach alongside design & technology, history and geography in 3 out of the 6 half terms. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. A WALT for the lesson as well as S2S are identified and shared with the children at appropriate points in the lesson. A range of auditory, visual and kinaesthetic approaches are used in lessons to support children as they learn. Teacher demonstration is often used to share new skills with the children before they attempt the task set. Throughout the curriculum children complete tasks individually, in pairs or in groups depending on the skills they are learning, encouraging independent and collaborative learning. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. The children follow a carefully planned progression of skills which helps to ensure that they are building on fundamental knowledge and understanding from the years before.

- **Schemes/resources**

A range of resources are used by teachers in art lessons. These include resources such as paint, chalks and pastels as well as physical and visual resources to inspire children.

- **Educational visits and enrichment activities to develop cultural capital**

Trips and WOW days are planned across the school that enrich children's knowledge of art and design. These include a trip to Waddesdon Manor in Year 1 where the children complete a workshop on 'Fairy Tales', a trip to the Roald Dahl museum in Year 2 where the children will complete craft sessions and a Year 4 trip to Waddesdon Manor where the children carry out work on 'Myths and Legends'.

- **Ensuring good progress and attainment**

Art books are monitored by the subject leader to ensure progression in art across the school and to ensure children are receiving a range of experiences. Class teachers assess children half termly and say whether they are WTS, ARE or GD in art. This data is then monitored by the subject leader and compared to progress in reading, writing and maths across the school. This is monitored by the subject leader across the year and reported to senior staff in school.

IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children are achieving to the same standards as in core subjects evidenced by teacher assessment and work in books. Teachers will have been using the progression of skills document to track any gaps in prior knowledge and try to address these before moving the children forward in their learning.

- **How outcomes for pupils are measured**

Children's art books are monitored to ensure learning and outcomes in lessons are in line with the progression of skills for children. Interviews with the children take place once a year to ascertain the children's thoughts and feelings about art as well as to get their perspective on what they have learnt. Assessment data is reviewed termly to ensure progress and individual children and groups of children can be tracked as needed depending on the results of the data.

- **Other outcomes**

Through our art curriculum, we believe we develop independent, inspired learners who are interested in many different forms of expressing themselves creatively. We aim to help the children increase their confidence to develop their art techniques which are built on throughout their time at Stone School. We believe we build our children's critical understanding and their ability to reflect and develop their knowledge of art through studying different artists and cultures which will allow them to shape our history and contribute to the culture, creativity and wealth of our nation.