



'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6

Christ Church C of E Primary School

Art Intent, Implementation & Impact

The National Curriculum for Art intends to ensure that all pupils:

- produce creative work, explore their ideas and record their experiences
- become proficient in drawing, painting, sculpture and other areas of craft and design
- evaluate and analyze creative works using the language of art, craft and design
- know about great artists, craft makers and designers in order to enhance their own practice.

Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should give pupils the opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learn about art and artists across cultures and throughout history. As pupils progress they should develop an understanding of how art and design contribute to the culture, creativity and wealth of a nation.

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Art Intent

At Christ Church we intend to:

- Ensure our children have access to a high quality art curriculum, which provides memorable and enjoyable experiences
- Provide our children with a variety of opportunities, which will help them to explore the arts.
- Develop their appreciation of a range of great artists, craft makers and designers.
- Ensure children are confident within their skills to produce their own artwork.
- Support all children to become independent and imaginative learners, who are able to think critically and creatively.

Art implementation

At Christ Church, our approach to the curriculum is designed to allow children to build their skills and knowledge whilst applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows the children to revise and build on their previous learning. Units in each year group are organized into four core areas:

- Drawing
- Painting and mixed- media
- Sculpture and 3D
- Craft and design

Planning

1. **Long term:** National Curriculum and Development Matters
2. **Medium term:** Yearly overview, updated annually in response to data and in house monitoring of teaching & learning. The LTP plan is supported by Kapow.
3. **Short term:**
 - Each lesson includes a clear objective 'I can..'
 - Each unit of work ensures that children develop their proficiency in at least one of the four core areas.
 - Each unit will allow children to explore and learn about a variety of artists, designers or craft makers.

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Teaching

'Quality first teaching' linked to teaching standards:

All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment,
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and ongoing formative assessment
3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.
4. Effectively deploy adults, specifically during introductions, plenaries & catch-up sessions
5. Plan for progression during and between lessons

Learning 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe & secure
3. are supported by effective classroom routines
4. are engaged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends

Assessment

Learning is recorded in sketchbooks across the school and should typically evidence five stages (generating ideas; using sketchbooks; making; knowledge of artists and evaluating/ analysing). Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Children are also encouraged to be critical of their own work, highlighting their own next steps. After, each unit of work is completed assessment grids are completed by the

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class teacher. These are collected by the subject co-ordinator in order to inform and improve future practice.

1. Summative/reported - Termly assessment grids, which are completed by the class teacher
2. Formative / ongoing - Marking, Assessment and Feedback
3. Prior & Post learning - informs future planning, demonstrates progress in books, celebrates effort and achievement.

Moderation:

In-house

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