



St Margaret Mary's Curriculum Statement

We try to follow Jesus in everything we do.

Art

Intent

Our Art curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. Enable children to be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from Art. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary's RC Primary School children are taught Art through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), Art is taught through the area of learning known as 'Expressive Arts and Design' as set out in our Early Years Progress Model, in which the children are taught skills and knowledge such as painting, drawing, collage and sculpture.

At St Margaret Mary's we cover the curriculum on a two-year rolling programme due to mixed aged year groups. Over the course of their journey in primary school, children develop their knowledge & understanding and skills in art, taking into consideration prior knowledge and world/local events.

We use the National Curriculum as a base and section into six areas.

- Skills
- Ideas and techniques
- Inspiration from artists
- The art of drawing
- The art of colour
- The art of texture and form

Implementation

Art is taught through the framework of the 2014 National curriculum. The principles and content of its requirements have been carefully placed at the heart of the programmes of study in art.

We follow a curriculum overview based on a two yearly cycle of topics. Teachers from EYFS, Key Stage 1, Lower Key stage 2, and Upper Key stage 2, plan topics together. This enables colleagues to share ideas, their curriculum strengths and resources. These plans are closely linked to the school's Age Related Expectations (ARE's) in art for each year group, which allows a consistent application of the curriculum throughout the Key stages.

Within the year, whole school projects are planned and delivered around a theme such as Harvest and Remembrance. Whole school projects are often followed by an exhibition for parents and carers to display the children's achievements and are organised by Arts Ambassadors, allowing parents/carers to become actively involved in feedback. Such projects/ thematic weeks have scaffolded sketchbook pages, which provide guidance for coverage, key vocabulary and learning objectives. Individual sketchbooks for years 1 – 6 form a learning journey of each child's attainment, which enables progress to be tracked with teachers emphasising the importance of the practice and

implementation of artistic skills rather than a 'final piece'. The use of the Access Art website helps teachers in planning this process.

Opportunities to experience, practise and develop skills acquired are provided across the curriculum, as we understand that creativity in all forms not only develops manual skill but also enables us to make informed judgements, practical decisions and nurtures the imagination. We encourage children to participate in a variety of creative experiences through which we aim to build the confidence of all children as the appreciation and enjoyment of the visual arts enriches all our lives.

At St Margaret Mary's we continue to have a deep respect for pupil's art and thoughtful displays/exhibitions of finished work are considered to be very important as a stimulus for learning and an appreciation of effort and ability. We recognise that there are children of widely different creative abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Practising skills relevant and appropriate to the objective.
- Setting common tasks, which are open-ended and can have a variety of responses.
- Providing resources of different complexity depending on the ability of the child.

Assessments

- Exhibition final pieces provides opportunities for self, peer and teacher assessments
- Sketchbook scrutiny
- Termly class assessments completed by the teacher using the colour code red (working towards), yellow (working at) and green (working above ARE) to identify any gaps in learning.
- Outcomes are fed back to staff to inform which areas have been covered and evidenced in a floor-book by subject leaders.
- This combined with other forms of monitoring help to inform the subject leader's position statement and action development plan and lead to improvements in the quality of provision and the enhancement of pupil progress.

Impact

A high quality of art and design education aims to develop a range of skills that are transferable to other curriculum areas, particularly Computing, Mathematics and Design Technology. Children will:

- produce creative work using the skills they have learnt.
- explore their ideas and recording their experiences.
- become skilled in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative work.
- know about great artists, craft makers and designers.