

Curriculum Intent Statement: Art and Design

Art - Intent, Implementation & Impact

What is the Intent of our Art curriculum?

At St.Botolph's CE Primary School, it is our intent that children develop an appreciation and understanding of art alongside the development of their own art and design skills throughout their time here.

We aim to combine art knowledge and consistently high 'Quality First Teaching' to deliver a fantastic and varied art curriculum.

We aim to provide our children with a wide range of opportunities to learn about different artists, art styles as well as how art has changed throughout the ages. All children then have opportunities to draft and plan their own version of the artwork that has been studied before developing their art further. We develop artists that understand that art isn't perfect the first time round ('Austin's butterfly' approach). Art subjects and themes change throughout the school with them often being linked to the year groups country topic. Sketching self-portraits is a skill that is developed and revisited each year from FS through to Year 6. The children's end of year report requires a self portrait sketch of the children, and so each year the skills required for sketching are taught, developed, drafted and redrafted until the final piece is completed.

Art is a broad subject area that we believe allows for all children to excel and shine. We want them to become confident artists who can express, justify and create. They are given the support, skills and encouragement in order to enable them to enjoy their art skills. We also aim to encourage them to develop inquisitive minds and self-belief so they want to push themselves to develop more. Throughout their school time we want our children to build their resilience, endurance and patience, all of which are essential in art. We encourage children to make 'mistakes' and to adapt or learn from these, encouraging children to see 'mistakes' as positives across all areas and subjects across the school.

How is our art curriculum being Implemented?

We have worked together as a staff team to develop a program of art for our school but we are always keen to learn more in order to ensure that our curriculum is the best it can be for our children.

We ensure that all children are given the same opportunities within art and that skills are not only taught but developed throughout their time here too. Teachers are aware of the work and skills that children will have used previously to ensure that development and progress is made.

Key Stage 2 have Art sketch books which they use throughout their time in LKS2 and UKS2 have 'Art portfolios', allowing the children and staff to see the progress that has been made or the areas that need development.

Art is included into our Golden Time programmes across the school, allowing the children a further opportunity and in KS1 and LKS2 there are strands of our 'Lotto' homework that allow further opportunity for art.

Planning & Organisation

In our FS, staff work hard to provide the children with a range of experiences of art using significant events and the children's interests to develop a high quality cross curricular programme which excites, encourages and inspires.

Long-term planning	National Curriculum - Art Chris Quigley Essentials Curriculum
Medium-term planning	Key stage teams develop their Creative Curriculum plans, to ensure that all skills / knowledge are covered and developed for all foundation subjects. Golden Time plans and themes are developed to ensure subject areas that don't fit within the scheduled sessions are still being delivered to a high standard.
Short-term planning	'Creative curriculum' planning created in teams, the lessons are planned to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

We currently teach foundation subjects including art in classes, which often means we have mixed year groups but across the 2 year rolling programme it ensures that all children have covered all subject areas.

In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our art lessons to be engaging and enjoyable. Children are given opportunities to repeat, improve and redraft skills.

How do we know what Impact our art curriculum is having on pupils' artistic knowledge?

St Botolphs is a close-knit school, where all of the teachers communicate and share what is happening in their class and around school through displays. Students that you have previously taught will often pop and show you work to show their progress and to share with you the pride they have in their work. As teachers we are aware of who leads which subject and they are always welcome and often invited, into lessons to witness their subject in action. We try to do this as often as we can as it helps both the students and the subject leader. Displays are regularly updated and changed in the school corridors too which showcases the work that is happening around the school.

In addition to this:

- ❖ Pupil/teacher 1:1 meetings - Whilst the foundation subjects are discussed as a whole in pupil 1:1 meetings, it is often noted by teachers that a lot of children express a keen interest and passion for art.
- ❖ Team planning - whole school inset days, whole school meetings and key stage meetings too.
- ❖ Monitoring and evaluation of pupils' work, planning, observation of lessons and pupil voice.

The impact of our art curriculum is that we have fostered an environment where art is fun and that your artwork is not going to be perfect the first time or perhaps even ever and that that's okay because the journey and development is most important. Teachers build good relationships with children during art sessions so they know how to help and encourage those children that need it as well as allowing others to be more creative and independent. We encourage an environment where children will show resilience, endurance as well as the ability to critically view their own work whilst remaining positive about this.

We support children to strive to be the best artists they can be, ensuring that their own creativity can flourish and be praised rather than hidden or altered. Children are encouraged to voice their own opinions regarding different styles of art, mediums for art and even encouraged to debate within their lessons to express and form their own views.

Mainly children are encouraged to enjoy art, whether that be in creating it themselves or appreciating different artwork and artists, and to 'have a go' and be the best artists that they can be.

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Who else supports the pupils so they can excel and enjoy art?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to-one basis termly. They discuss the foundation subjects and what elements of their country topic they have enjoyed, found challenging and what they have learnt.

Parental support - We like to keep parents informed on the work that their children are completing in school. We use our parent/ school communication system (Weduc) to post information about the work that the children have been completing as well as posting photos of their achievements in the week. Our award assembly on a Friday morning (Bronze, Silver, Gold) allows teachers to celebrate the achievements that the children have made, these awards are read out to the school and a special certificate and sticker are sent home.

School Values - As a school we have 6 core values that the children utilise each and every day. These are used in our assemblies, discussed in lessons and used to create our award certificates. 'Creative' is one of these core values and encompasses our art and design work.

Governor Support - Our art governor meets regularly with the subject leaders to discuss art. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our art governor will support the children and staff by attending school on key art days, showing an interest in the children's work and discussing their work with the children.

Trust support - We work with our trust schools to create days and further opportunities for our children that they often take a creative or physical take. Whole days are organised with all the children from the different schools allowing them opportunities outside of the 4 walls of the classrooms and often to step out of their comfort zone. Previous days have included creating artwork from natural items that they have found in the woods (Held at Oaks in Charnwood), and using alternative tools (sticks, mud etc) to create a beautiful landscape (Held at Long Whatton School with forest school elements too)