

*'Every child is an artist' – Pablo Picasso*



## **St. Michael's CE Primary School**

### **Art Curriculum Plan**



*Coming Out of School*

L.S. Lowry (1927)

#### **Curriculum Intent**

At St. Michael's, we strive to provide our children with a broad and balanced curriculum in order to allow each and every child to leave our school as a well-rounded learner, ready to embrace the next steps in their education. We value art as an integral part of our curriculum offer. The teaching of art at St. Michael's engages, inspires and challenges our children and provides them with the opportunity to develop both their skills in a range of media and their knowledge of art, including the impact that artists have had throughout history and in contemporary life. Our teaching of art is underpinned by the belief that 'every child is an artist' (Pablo Picasso) and fosters the inner creativity, imagination and innovation within each and every one of our children. By the time they leave St. Michael's, we hope that every child has been challenged to express their individual interests, thoughts and ideas through their own art work; inspired by the artists that they have studied and drawing on the knowledge and skills that they have developed.

Our art curriculum has been created around the National Curriculum (2014), ensuring that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The planning and teaching of art across our school follows the principles detailed in 'The Framework for Progression, Planning for Learning, Assessment, Recording and Reporting', produced by The National Society for Education in Art and Design (NSEAD). Every teacher values the importance of each stage of the process:

- Knowledge and Understanding
- Generating Ideas
- Making and Editing
- Evaluating

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### Curriculum Implementation

Our art curriculum is constructed around five different art disciplines: drawing, painting, printing, sculpture and textiles (including collage). Each class - Year 1 to Year 6 - complete four art projects a year, that each focus on a different discipline. We have identified that drawing, painting and printing provide the best opportunities for our children to develop their skills and understanding in art and achieve the aims that are highlighted in the National Curriculum. Therefore, we have prioritised these three areas of art by including them in each year group and have allocated sculpture and textiles (including collage) to alternate year groups throughout school.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
Painting	Painting	Painting	Painting	Painting	Painting
Printing	Printing	Printing	Printing	Printing	Printing
Textiles (including collage)	Sculpture	Textiles (including collage)	Sculpture	Textiles (including collage)	Sculpture

All teachers use a planning template (see appendix 1) that follows the NSEAD planning framework and highlights the importance of each stage of the art process: Knowledge and Understanding, Generating Ideas, Making and Editing, Evaluating. A skills progression document (see appendix 2) has been created for each art discipline, which breaks down the skills/objectives for each year group. When planning, teachers ensure that they provide learning opportunities that allow children to develop each skill during the 'Generating Ideas' stage of their projects. These documents show the progression of four themes: colour and tone, line and shape, texture and pattern and tools and media, across our curriculum.

Our art curriculum is delivered alongside our History and Geography curricula so to allow for opportunities for cross-curricular learning. These links provide additional consolidation of History and Geography learning and allow our children to recognise and evaluate the cultural significance of the artist(s), and their work, that they have used as inspiration for their own piece of work. Our curriculum focusses on the life and work of a wide range of artists, allowing our children to learn about local artists, British artists and international artists throughout history.

At St. Michael's, we have introduced the use of sketchbooks (from Year 1 to Year 6) for all work in art lessons. Sketchbooks enable our children to see their own progress throughout each art project, as well as their progress throughout each year, and to develop their own artistic style when presenting their work. The use of sketchbooks also allows for our children to develop their abilities to critically analyse art work and to annotate both their own work and the work of professional artists with increasing confidence, understanding and sophistication. Our teachers have their own sketchbooks in order to demonstrate skills during lessons as the 'expert in the room' and to further cultivate the belief that 'everyone is an artist'.

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### Curriculum Impact

We assess the attainment and achievement of our children in art based on the final piece of work that they produce in each art project, using our assessment template (see appendix 3). Our assessment template is underpinned by the NSEAD framework and assesses the following questions:

- Does this piece of work demonstrate the skills that have been taught?
- Does this piece of work demonstrate that this child has taken inspiration from the key artist and/or their work?
- Does this piece of work show that this child has included some of their own ideas/thoughts/style in their work?

After assessing the children's work, teachers deduce whether each child is working below, at or above age related expectations. During each project, our teachers use formative assessment to assess whether their class have sufficiently mastered each skill/objective and adapt their planning accordingly.

The Linked Subjects Curriculum Team assess the impact of our art curriculum through a range of monitoring exercises throughout the year, including:

- Planning scrutiny – including evidence of consistency and progression across year groups
- Sketchbook scrutiny – including evidence of consistency and progression across year groups
- Teacher questionnaire/feedback – with staff meeting and training time being allocated to CPD if necessary
- Pupil voice discussions

Following these monitoring exercises, the Linked Subjects Curriculum Team evaluate whether, as a school, we are achieving the 'Intent' and aims set out in this document and the National Curriculum for Art and develop targets for the future.