

Intent

At Broomhaugh First School we value Art because it allows pupils to become creative and reflective learners who are able to express themselves fluently and confidently in a variety of different ways. We believe a high- quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skill to experiment, invent and create their own works of art, craft and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We aim for all children to reach their artistic potential and develop characteristics that support their journey in becoming great artists.

We intend to provide children with opportunities to express themselves in emotional terms through their art experiences. They will take inspiration from exploring the work of a diverse range of artists and crafts from around the world, including religious art, to develop an understanding of different cultural heritages. This in turn will broaden their knowledge of artists and their techniques and foster their appreciation of art throughout the world and history. Children will be encouraged to take risks and experiment with the creative process and, through reflecting on ideas and evaluating their own and the work of others, they will further develop their understanding and critical abilities. We encourage children to experiment freely and to use a variety of materials sensibly and safely. We ensure the children learn a range of skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas. The input on the build up to a 'final piece' will allow for self-exploration, research, reflection, perseverance and tailored experiences within the Art curriculum.

Impact

We help motivate children to produce high quality pieces of artwork through quality teaching that is engaging and fun. From our lessons, we provide children with an understanding of a variety of artists, techniques and mediums in a number of areas of art. We equip our children with the necessary skills and a love for Art. We measure the impact of our curriculum through the following methods:

- Ongoing verbal feedback and assessment
- Pupil discussions about their learning (pupil voice)
- Governor monitoring with our subject Art co-ordinator
- Photo and sketchbook and final piece evidence of the children's learning
- Learning walks and reflective staff feedback (teacher voice)
- Annual reporting of standards across the curriculum
- Analysis of assessment grids

As a school we enjoy celebrating the art that is created through displays, assemblies and sharing work with pupils and parents.



SMSC

We explore identity and a context in which to express and understand ourselves and others through different mediums. Our content and approach improve our ability to appreciate and evaluate all forms of artwork regardless of whether we like them or not.

Implementation

To ensure we meet the intended aims of the national curriculum 6 mediums are covered including Drawing, Painting, Printmaking, Textiles, 3D work and collage. With additional extras such as photography and working alongside local Artist.

When designing our curriculum we have sought to focus on **5 main areas:**

Knowledge of an Artist/ designer: what did they create, why did they create it and how can this influence our own work?

Technique: What skills will the children learn?

Plan: using the artist influence and techniques learnt can they plan a final piece?

Create: creating their final piece using their knowledge. How have they used the artist influence? How have they developed their technique?

Evaluate: Can they evaluate their work? How could they improve it? What do they feel has been successful?

In EYFS, KS1, In KS2:

- Art at school provides challenging and enjoyable learning through a range of mediums.
- The long-term plan sets out the Art units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. In EYFS the artist studied change based on areas of interest but the long-term plan is always taken into consideration.
- Teachers use an Artist and progression of skills document which show how the children skills in each area are developed throughout EYFS, KS1 and 2 and which artists are studied and the progression from the previous year.
- In KS1/2 Pupils participate in one high quality lesson each week. In EYFS Art is embedded within the provision, adults ensure Adults ensure that knowledge, skills and concepts are introduced without explicitly teaching content from other year groups.
- Class teachers use ongoing observations and assessment for learning to monitor the progress and achievement of pupils and ensure they are appropriately challenged. In KS1/2 Progress is recorded using the Art KS1 and 2 assessment documents.
- In KS1/2 each class teacher follows a planning frame which includes development and understanding of Artists and techniques which is shown in sketchbooks. In KS1/2 each year group studies a different artist for each topic which link to topics or skills being taught. Skill and techniques are also progressive and outline in the artist grid to ensure progression throughout EYFS, KS1 and 2.
- In KS1/2 sketchbooks are used to develop children's ideas and a Final Art pieces are used to assess understanding of a topic.
- Children evaluate their own work and others work at the end of each unit.
- Success in Art is acknowledged and celebrated through displays in classrooms and around school or within the School Art Gallery.
- Children are taught to use items of protective clothing as appropriate and are encouraged to develop safe and tidy work practices.
- Teachers and children are aware of potentially dangerous materials and tools in relation to their storage and use.
- The emphasis of our Art curriculum is inclusion for all children regardless of artistic ability. We provide suitable learning opportunities for all children, including those with SEND, and tasks are adapted where necessary. All children are given the chance to stretch and challenge themselves through making supported and independent learning choices in relation to tiered outcomes and challenges, which fosters engagement, motivation and ambition.