

## Tilery Primary School



## Art

### What we will offer

At Tilery Primary School we want to provide **inspiration** so that our children can **aspire** to 'dream big'. We achieve this through the delivery of our creative arts curriculum. Our high-quality art curriculum and planned cross-curricular links provide a real purpose to our children's creative projects. It is intended to encourage creativity and individuality in their work. Through learning about a wide range of art and crafts, produced by different artists and cultures, they will not only grow to love the subject and become passionate about it, but also develop a respect for it and a lifelong appreciation of art.

The National Curriculum for art and design aims to ensure 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.

Based on the National Curriculum and the individual needs of our children, we have created an Art progression map, which sets out the objectives taught in each year group. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Our Art curriculum enables children to learn through the following concepts: Drawing, Colour, Texture, 3D modelling, Printing and Pattern. We aim to prepare children for the next stage of their education and **inspire** them to use art in their future careers. We support all pupils; regardless of ability, gender or ethnicity, to have equal access to our Art curriculum.

Our art curriculum aims to stimulate imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel in a range of ways, regardless of their age or ability. In the EYFS, our curriculum is developed through the Expressive Arts and Design Early Learning Goal. It is imperative to us that our children are able to explore their creativity through a range of materials, develop their observation skills and have an appreciation of the world around us.

At Tilery Primary School, we aim to provide an art and design curriculum which develops learning and results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own art work.

## How we will deliver it

- Art at Tilery follows a carefully planned curriculum, which builds upon knowledge, skills and concepts as children move through the school. 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.
- Children frequently have the chance to use their art skills to help their learning in other subjects and are not limited to using them only in art lessons. Using creativity throughout the entire curriculum enables all students, regardless of ability, to apply what they have learned into practise and reinforce important concepts. It can help bring important ideas to life and give pupils useful, alternate ways to document and show their learning.
- We embed Art into the topic plans in a way that is relevant and exciting. We use progression grids to ensure there is clear progress in the knowledge, skills, concepts and vocabulary taught. The concepts are built upon sequentially through the teaching of Drawing, Colour, Texture, 3D modelling, Printing and pattern.
- Skilled staff supported by our Art lead facilitate children's learning within lessons, with pupils having frequent opportunities to enquire, explore and organise and communicate their artistic knowledge.
- Our EYFS follows a child-initiated approach which allows expressive art and design to flourish throughout the different learning areas.

### During lessons :

- key concepts are discussed at the beginning of each unit and teachers explain when they were last taught to enable children to understand their learning journey through the art curriculum
- lessons begin by reviewing previous learning allowing the children to demonstrate their skills and to revisit the knowledge required to fully access new learning

- shared learning objectives ensure pupils understand what is expected of them and the focus of the learning enabling children to self-evaluate their understanding
  - teachers use a high quality visuals, artefacts and practical resources to help develop artistic awareness and **inspire** children
  - quality first teaching ensures children build on prior learning and knowledge
  - teaching staff are skilled when assessing children's learning and support pupils to make rapid and sustained progress.
- Pupils and staff evidence what has been learned in lessons within their Art sketch book and displays. Further photographic and video evidence is collected within the Art Evidence folder, saved on the staff shared area.
  - We know that the quality of lessons offered to the children are good through evidence collected during learning walks, lesson observations, work scrutinies and pupil voice activities. The Art subject leader is able to ascertain what children have remembered, what they have learned, what they are able to talk about and the knowledge, skills and concepts they have acquired during each Art topic.

### **The difference it will make**

We enable our pupils to gain useful artistic skills to use going forward in their education. Our curriculum allows children to explore and have opportunities to compare creative works using the language of art, craft and design. Our children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We are able to evidence this by using clear and progressive end points set out in our curriculum documentation. Our School Data Company tracking system, which teachers complete at the end of each topic, enables us to assess progress. Data is then collated to enable subject leaders to monitor progress and attainment across the school. Should issues be identified, subject leaders can address this directly with class teachers.

We know that our children enjoy learning in our Art lessons, as they highly motivated and fully engaged with their learning and **inspired** to find out more. This information is collated during learning walks, lesson observations, work scrutinies and pupil voice activities. Subject Leaders are therefore able to ascertain what children have remembered, what they have learned, what they are able to talk about and the knowledge, skills and concepts they have acquired during each Art topic.