



Ringway Primary School Curriculum Statement Art



'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art 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.' National Curriculum, Department for Education.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none">• Provide leadership and vision throughout the implementation of all curricula.• Work closely with the subject leader, and relevant governors, to oversee the implementation of an effective Art curriculum.• Provide support, guidance and training to all members of staff.• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.• Monitor the effectiveness of teaching and learning as a whole, encompassing this subject, and report the successes and areas of development to the Governing Body.• Provide sufficient funding to ensure that implementation of this curriculum is high quality and that resources are at an acceptable standard.	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none">• A study of an artist (which may include independent research and makes links to reading).• Critically evaluating the artist's work to inform our own art work.• Explore the artist using known techniques in sketching and shading.• Experimenting and investigating with different techniques, skills and media to create our own art work.• Critique and improve work through evaluation.• Reflection and re-cap of knowledge and skills remembered and understood.	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• A developed understanding of names, key works, styles and techniques of major artists at an age appropriate level.• A secure understanding of the key techniques and methods for each key area of the art curriculum: colour, form, line, tone, texture and shape.• A progression of understanding, with appropriate age related vocabulary which supports and extends understanding.• Confidence to discuss artists, art, their own work and to be able to identify their own strengths and also areas for development.

The curriculum leader will:

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as artists.
- Ensure an appropriate progression of artistic skills is in place over time so that pupils are supported to be the best artists they can be, and challenge teachers to support struggling artists and extend more competent artists.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Identify artists who underpin specific areas of the curriculum and raise aspirations for pupils.
- Keep up to date with current artists, research and subject development through an appropriate subject body or professional group.
- Source supporting texts and visual resources for each key stage.
- Undertake an annual audit and stock take of resources as well as purchase new resources when required in preparation for the new academic year.

Our classrooms will:

- Provide appropriate, quality equipment for each area of the curriculum.
- Throughout the year each key stage will have a display learning wall which will showcase high quality examples of children's work and include artists and carefully selected vocabulary, which is updated each full term.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in the development of their skills.
- Have access to appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.

Displays around school and books will show:

- Pupils across all key stages have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of artistic skills.
- Close studies of art work of well-known and highly skilled artists which will support their understanding of their skills and techniques.
- Developed and final pieces of work which showcase the specific skill learned.
- Clear progression of skills in line with expectations set out in the progression grids.
- That pupils, over time, develop a range of skills and techniques across all the areas of artistic development.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged by a challenging curriculum. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an artist by comparing and contrasting. • Safe and happy in Art lessons which give them the opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on artistic skills and knowledge. • Able to talk about a variety of famous artists throughout time. • Develop artistic skills and confidence over time because of careful planning, focussed delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays, certificates and shared posts. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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