



## Subject: Art

### Intent

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<p>At The Topsham Primary School we recognise that every child has the capacity to be an artist. We offer an enriching and accessible curriculum that allows all children to practise, develop and master their skills whilst expressing their individual creativity. We acknowledge and celebrate the work of famous and local artists and use this as a source of inspiration when creating our own artwork. Art is celebrated throughout the school through peer on peer review and by the local community. Our curriculum ensures a progression and refinement of skills and is planned with Blooms' Taxonomy in mind.</p> <p>Children leaving the Topsham School in year 6 will:</p> <ul style="list-style-type: none"> <li>● Use the visual and tactile elements of Art and explore colour, pattern, texture, line, tone and form, shape and space to create individual and collaborative artwork</li> <li>● Explore work from different times and cultures</li> <li>● Compare work from different artists</li> <li>● Experiment with different art forms inspired by artists</li> <li>● Develop a sense of viewpoint to identify and acknowledge an artists perspective</li> <li>● Create 2D and 3D artwork using a range of materials and techniques, such as batique, collage, ceramics, IT and printing</li> <li>● Use a sketch books to express feelings about a subject and develop their own critical eye</li> </ul> <p>Children leaving the Topsham School in year 6 will have experienced:</p> <ul style="list-style-type: none"> <li>● working with artists in the local community</li> <li>● opportunities to present and discuss their work</li> <li>● a visit to a museum or gallery to view an exhibition</li> </ul>

### Implementation

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<p><b>Substantive Knowledge and Experiences in Art</b></p> <p>A progression of Skills and Knowledge for Art has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of these skills alongside the development and deepening of knowledge. Opportunities for children to engage with Art in real scenarios are planned for and delivered through a spiral curriculum, where children will revisit and build upon concepts such as creativity, cultural and critical understanding by visiting galleries and working with artists in the local community.</p>
<b>Disciplinary knowledge and Critical thinking skills in Art</b>

To supplement the planning of Art, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.

Through the planning and teaching of Art, the children will be provided with opportunities to reflect and critically analyse the work of famous artists and those in the community, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. The children are provided with opportunities to express their creativity freely and practise their developing skills in order to reflect and refine their artwork.

Planning in a spiral curriculum will focus on the development of practical skills to produce artwork that demonstrates awareness of audience, emotion and individual creativity.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Art**

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Art lesson and sequence are *Practising, Noticing, Adaptability, Independence*, with the attributes of *Resilience* and *Resourcefulness* being considered throughout.

Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning and delivery for of Art which builds on prior learning, supports children to see connections, enables children to practise through repetition and in turn, learn to become a successful artist.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting <b>READING</b>	Promotes and develops Metacognition
-------------------------	---------------------------------------------------------------	---------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	-------------------------------------

A successful Art lesson will:

- Be taught by passionate teachers who instil a love of Art
- Be inclusive of all children and considerate of their individual needs
- Be engaging, enjoyable and purposeful for all children
- Be explorative and allow for experimentation with a range of materials and techniques
- Allow creativity and freedom of expression
- Meet the needs of the children in that class and challenge where necessary
- Introduce and revisit higher-level vocabulary linked to this subject
- Promote collaboration and critical thinking
- Develop positive reflection and peer on peer review
- Elicit curiosity, excitement and enjoyment of Art
- Encourage children to take risks in their learning, stepping out of their comfort zone.
- Acknowledge pupils' progress and celebrate achievements so that pupils are proud of their accomplishments.
- Promote links with other aspects of the curriculum and the community

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children.**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work

together in EVERY area of learning in our school. Our Art curriculum allows children to develop Partnerships with the local community and develop an awareness of the social impact and benefits of both producing and appraising art in a respectful manner. Our school believes that every child can achieve Success in Art and is committed to supporting children to become forward thinking and inclusive.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

Working walls showing progression of sequence	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence	Children independently access high quality resources that engage and allow interaction
-----------------------------------------------	-------------------------------------------	-----------------------------------------------------	----------------------------------------------------------------------------------------

- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children’s work, photographs and examples of artwork.
- Floor books, displays, Seesaw/ Tapestry and sketch books showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements.
- Teachers will use the Devon Library Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Teachers will plan to use a wide range of high quality resources that broaden children’s understanding of what art is, and how it can be created.
- Opportunities for children to explore resources and materials creatively will be planned for

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact**

**Monitoring and Supporting High Quality Planning and Timetabling**

Art is planned for in phase teams by teachers using the Progression of Knowledge and Skills to make the learning relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.

Monitoring will include;

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the local community and competitions.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with school members of RELP.
- Opportunities for staff to observe good practise, or be supported with team teaching Art in another class in school.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

**Monitoring and Measuring Progress through assessment and published data**

In Art we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Art is built on consistently throughout the year and then year on year. Tracking is informed by formative assessment and some form of summative assessment in each unit of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.