



Subject on a Page for Art

Why you teach it - your purpose of study

At Colerne Church of England Primary School we value Art as a vital part of a child's broad and balanced curriculum, stimulating both their creativity and imagination. The aim of our Art curriculum is to provide visual, tactile and sensory experiences and a special way of understanding and responding to the world. A high-quality art and design education inspires, engages and challenges children - enabling them to communicate what they see, feel and think through the use of colour, texture, form and pattern, using a range of different creative techniques.

INTENT

What you teach - your programme(s) of study

At Colerne Church of England Primary School, we follow the 2014 National Curriculum and the 2021 Statutory Framework for Early Years Foundation Stage, where children develop knowledge, skills and vocabulary that are progressive and build on prior learning. Year 1 -6 follow a two-year rolling programme, based on our Whole School Art progression map.

IMPLEMENTATION

How you teach it - your delivery of the above

At Colerne C of E Primary, we achieve our aims by:

- Providing opportunities in EYFS pupils to explore and use a variety of media and materials through a combination of child initiated and adult directed activities.
- Teaching art in blocked units, in Years 1-6. The children will cover an art topic at least once every other term and will have additional opportunities to engage in art and design throughout the year.
- Linking art, where appropriate, to the theme for the term, to ensure relevance and context.
- Teaching a predominately skills-based curriculum covering drawing, painting, sculpture, textiles, collage and printing.
- Skills are recapped and practiced each time a strand is taught, progressing in terms of depth and challenge, to build on previous learning.
- Ensuring that each child develops their skills and techniques in a way appropriate to them, through clear differentiation and support, active and purposeful experiences, and using a variety of art materials and teaching strategies.
- Introducing children to artists and art movements directly linked to the skills or topics they are covering.
- Using a sketchbook approach, throughout Year 1-6, so that children feel safe to experiment and take risks.
- Encouraging each child to evaluate their art and design work and that of others, both with peers and adults.
- Utilising our extensive school grounds and local environment to provide inspiration and context for the use of colour, texture, form and pattern, across the many of the strands taught.
- Celebrating effort, progress and achievement in art through displays, The Helen Craine Art Award and enrichment activities, such as trips and visits from artists.


IMPACT

So what - your evaluations of the above

By the end of their time with us, pupils will:

- Have learned, improved and embedded a range of artistic skills.
- Talk about their own and others' art with a sense of passion and application of the vocabulary they have learnt.
- Have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across.
- Be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product.
- Recognise themselves as artists.
- Most importantly, have found and enjoyed a creative outlet – a means of self-expression and enjoyment.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing
Secure
Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact		Current Improvement Actions	Future Improvement Actions
<ul style="list-style-type: none"> The art curriculum has been organised to ensure there are links between year groups, progression, and diversity of artists across each of the strands. New assessment documents have been written to cover national curriculum requirements across each strand. A whole school vocabulary progression is now in place to be used when planning units. A progression pathway for each of the strands has been created to ensure clear understanding of what has gone before and what is to come. A review of children's books and interviews with the children about their learning has taken place. Staff questionnaire – results used to plan future CPD 		<ul style="list-style-type: none"> Visit classrooms to get an idea of how lessons are delivered and what the outcomes are. Sketchbook scrutiny in KS2. Use of new progression map, vocabulary progression and assessment by all teachers when planning next term's units of work. 	<ul style="list-style-type: none"> Introduction of Art Journals at KS1 CPD to ensure teacher confidence in areas highlighted in staff questionnaire.
Previous CPD		Planned CPD	
Introduction of new progression map and vocabulary progression in Art.		Use of sketchbooks Printmaking progression and practical input.	

** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*