



## Subject on a Page for Art



### **Why you teach it - your purpose of study**

At Audlem, we want all our pupils to have the opportunity to develop their skills in the visual languages of drawing, painting, collage, sculpture, print-making and photography. Additionally, we aim to enrich pupils' artistic practice by allowing them time to study famous artists to contextualise their own skills. Maths can be utilised during projects such as making tessellations or measuring out dimensions on an image. English skills come into play when learning about or researching famous artists. Writing skills are very important as the children get opportunities to reflect on their work and discuss other pupils' creations. We feel strongly about art providing children with the chance to express themselves and form their own opinions. After all art is very subjective!

Art encourages children to think about important issues, express themselves and observe the world around them. Children will be able to develop their confidence around forming their own opinion as well as improving their motor skills. Teamwork and social skills are worked on during team projects. At Audlem, children are given opportunities to make decisions about their equipment such as which brush size would be appropriate or which material would work best for a particular sculpture. We have found that giving children ownership hugely improves their confidence and enjoyment over time. Process driven projects are often used, where children learn that if they put in the effort, a decent result will be reached after their hard work. Children learn resilience and self-belief. Undertaking art projects can enhance wellbeing as it gives the children space to reflect and also be mindful as they focus purely on making marks or mixing color during production.

A very important part of art is taking responsibility over upkeep of materials. The children learn how to take care of their tools carefully and how to store them neatly. A necessary task as simple as washing the brushes can be a rich opportunity for team-work, resilience, responsibility and setting themselves high standards as equipment can be ruined if not taken care of properly and they will not be able to use it again.

### **INTENT**

#### **What you teach - your programme(s) of study**

We believe that regular art lessons will inspire children to improve motor skills, develop resilience, improve confidence in decision making and advance their visual literacy. Our art curriculum provides children with opportunities to develop their skills in drawing, painting, making sculpture, collage, print-making and multi-media works. Multi-media materials used may include oil pastels, inks, sharpies, watercolours, acrylics and found materials like coffee. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to develop artistic reactions and studies to their topic. Art is closely tied to the school's 5 R's and uses these closely. We aim to develop resilience when children work through a long process to achieve their final piece. Readiness and responsibility are developed as children must take care of their own materials and have a variety of tools organized for their work. Children are encouraged to be resourceful when using and choosing materials. If a risk they have taken hasn't paid off, how can they incorporate this into their work? Reflectiveness is intrinsic to artistic practice and the children are constantly evaluating, discussing and forming opinions.

### **IMPLEMENTATION**

#### **How you teach it - your delivery of the above**

Teachers plan Art carefully using the objectives that form our medium-term plans, which are then transferred onto our curriculum map. Teachers are able to see what skills and knowledge have been taught previously. Teachers are then able to design a cycle of lessons for each art, which plans for progression and depth. Teachers are ambitious with their projects and are supported with sourcing materials for the children. They will create a way for art to be displayed or shared to celebrate the pupil's work.

### **IMPACT**

#### **So what - your evaluations of the above**

Our art Curriculum is designed to illustrate progression and this is demonstrated through the children's high-quality sketchbooks that they keep throughout their time at Audlem. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment of the skills and knowledge with our assessment ladders and pupil discussions about their learning.

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"> <li>• Raising awareness of a range of artists and ensuring we are using a variety</li> <li>• Focus on resourcefulness and readiness - the children caring for their materials</li> <li>• Developing high quality progression and process in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there is variety techniques and materials being taught across school.</li> <li>• Use of local experts coming in to inspire children</li> <li>• Ensure process of teaching art is being improved.</li> </ul> <p>Teachers using a suggested process of teaching art:</p> <ol style="list-style-type: none"> <li>1. Artist Study and taught techniques/skills/media</li> <li>2. Experimentation and making choices - reflect</li> <li>3. Decision on what to create and why - what is the message?</li> <li>4. Work on final piece</li> <li>5. Evaluate</li> </ol> <ul style="list-style-type: none"> <li>• Identify skills/knowledge gaps that staff have in using different mediums. Printmaking has already been identified. Have a staff meeting to show what sketchbook sessions may be like.</li> <li>• Create vocab list across school that people can use on their MTPs or even have in the progressive statements?</li> </ul>	<ul style="list-style-type: none"> <li>• School involvement in local art events/competitions</li> <li>• Ambitious arts week</li> <li>• Build up a bank of evidence of progression within different skill sets across school - create a body of work to show progression</li> </ul>

*\* 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.*