

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 artistic areas of drawing, painting and mixed media, sculpture and 3D and craft and design. Additionally, we aim to enrich pupils' artistic practice by allowing them time to study famous artists and craft-makers 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 reflecting upon 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.

DESIGN

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 and mixed media, sculpture and 3D and craft and design. Mixed-media materials used may include oil pastels, inks, sharpies, watercolours, acrylics and found materials like coffee or natural spices. 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. Reflectiveness is intrinsic to artistic practice and the children are constantly evaluating, discussing and forming opinions.

DELIVERY

How you teach it - your delivery of the above

Teachers deliver Art effectively using the objectives that form our medium-term plans and are detailed on the KAPOW scheme of work. Teachers can watch CPD videos that link to each lesson, are provided with vocabulary banks and WAGOLLS for each session. Teachers are able to see what skills and knowledge have been taught previously by looking at the foundation assessments provided by previous class teachers in their handover files. They can also track back using the KAPOW website on the prior learning tab. Teachers are then able to deliver a cycle of lessons which show progression across the whole school. 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.

ACHIEVEMENT

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. Teachers formatively assess their students and use their finding to plan for support in subsequent lessons and to put data into their foundation assessments. The subject lead regularly completes pupil voice sessions where children can share what they have learned and the impact of the art curriculum can be monitored.

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
- Be able to show progression across year-groups in the areas of: Painting and Mixed Media, Sculpture and 3D, Drawing and Craft and Design - Children will respond and reflect on their work - opportunities for this are included within KAPOW with prompts provided. In KS1 and EYFS it can literally be based around emojis. - EYFS will follow the KAPOW scheme of work which provided learning which is built upon when entering KS1. - Process of learning art display - display in year 3 to show what skills and knowledge have been developed across a project. Children have chance to display their final pieces. - Track and Monitor how staff feel their CPD is going by using the KAPOW videos before each lesson to improve their subject knowledge.	- Implement artist study pages in sketchbooks throughout Summer term. Art lead to support and monitor. - Complete 'Women Artists' display in school. - Monitor how vocabulary is being used. - Get at least 2 visiting artists during the Summer term. Sarah Capper and one more. - Establish whether we need to continue using the current KAPOW planning or move to the condensed planning.	- Link with parents - establish an evening/after school drop in where parents can come and see what the children have created. Work with friends to create an art exhibition? - Progression of skills display - whole school display of one area of art (eg painting and mixed media) to show how skills develop from EYFS to year 6.