



St Michael and All Angels Catholic Primary School

Art

Curriculum Rationale

Art

Intent	The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong. At St Michael and All Angels Catholic Primary School, we are artists! Our intent is for our children to become inspired and develop their confidence to experiment and invent their own works of art. Our Art curriculum is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The Art curriculum carefully supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.
	In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their

Implementation

physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of developing artistic and cultural awareness, imagination and creativity, and becoming an artist.

In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Art are being taught across all year groups.

Lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes

Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Creativity and independent outcomes are robustly embedded

supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Learning materials are adapted for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

	Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. <i>Accessibility and Equal Opportunities</i> Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information. All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include: • Providing adaptive teaching • Using a range of teaching styles to match the needs of all groups of learners • Ensuring the classroom environment is safe and secure and accessible for all.
	Our Art curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Impact

Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning Walks
- Co-coaching
- Pupil Voice
- Book scrutiny
- Planning scrutiny
- Lesson drop- ins

The outcomes of any monitoring activity are shared with SLT and staff and areas for development are identified. Progress should be clear over the course of each topic.

We believe pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond. The expected impact of our Art curriculum is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.