St Ambrose Catholic Primary School
Curriculum Statement for Art

Overall Aims and Vision

At St Ambrose, we work to ensure all our children feel loved and valued. We support them in an inclusive environment to reach their full potential and develop the gifts and talents given to them by God. Alongside this, we strive to provide an exciting, creative and challenging curriculum. Jesus is at the heart of all that we do and following in his footsteps, we learn and grow together.

Our principles of "Be ready, be respectful and be safe" provide a foundation to implement our school Gospel values. These values impact positively on behaviour and learning throughout the school.

Intent (What do we want?)

At St. Ambrose Primary School we value Art and Design as an important part of unlocking every child's confidence and personal expression just as much as the polished outcome.

The curriculum provides opportunities for pupils to learn a wide range of skills and develop their understanding of different artistic techniques, in order to become confident and creative decision makers. Children are able to use relevant vocabulary to discuss and describe various artist's work and think critically about the work they have studied. We believe every child is an artist. We intend to remove all physical, cognitive and cultural barriers to art making. Through half termly awards and a dedicated Art Gallery, we aim to validate pupils as real artists and designers, building a sense of pride across the school.

Implementation (What will we do?)

At St. Ambrose through high quality first teaching, we ensure high standards of teaching and learning in Art and Design. Our two year progressive art curriculum follows the 'Access Art' scheme of work, with learning carefully sequenced to develop and build upon children' knowledge and skills. Teachers explicitly model new skills with opportunities for children to practise, revisit and apply skills creatively. Learning is progressively developed through experimentation, reflection and the appropriate artistic vocabulary, enabling children to become increasingly confident, skilled and independent artists. Our Art and Design curriculum follows the National Curriculum and in the Early Years, through Development Matters.

Each year groups' units ensure a development of skills that builds on their previous learning:

- In the Early Years children are taught to mark make by making enclosed shapes and lines using a variety of medium, tools and techniques. They learn how colours mix and discuss their feelings on artists' work. Children are taught to use different materials using textures, media and 3 dimensional models.
- In Key Stage 1 pupils use a range of materials creatively to design and make products. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They share their ideas, experiences and imagination when celebrating their own and others' work and artists, craft makers and designers they have studied.
- Key Stage 2 pupils develop their skills further by using experimentation and exploring their preferred method of mark making, media and techniques. They have an increased awareness of different kinds of art, craft and design and have a greater understanding of the artists, through history and cultures, that are relevant to the units they have studied.

In both KS1 and KS2 children use sketch books to record their observations and use them to review and revisit ideas. We provide modified creative tools – such as thick grip brushes, adapted scissors – so all pupils can express their ideas independently. Art briefs are designed with flexibility, allowing children to respond at their own level without a 'one size fits all' expectation.

Children develop evaluative skills and are given the opportunity to put these into action when reflecting on their own work and the work of their peers, ensuring children of all abilities, SEND status and backgrounds see their work showcased and celebrated.

Impact (How do we know?)

Children develop a secure understanding of art, with progressively stronger skills, knowledge and confidence. Their knowledge, understanding and progress in Art is monitored and assessed through the following; - book scrutiny, pupil voice, learning walks. Vocabulary is displayed and used in their sketchbooks. Learning walks show that the teaching of Art and Design is consistent through our school, showing a development of skills in the subject.

Scaffolding and adaptive art tools lead to equal participation and high attainment relative to starting points for SEND and disadvantaged pupils.