

King Ina Church of England Academy

Art Curriculum Overview Statement

Our curriculum approach to art reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

The name of the current curriculum lead is on the school website on the curriculum page.

Intent

At King Ina Church of England Academy, we believe that developing our skills in art is important to the development of creativity, imagination and reflective, critical thinking. We intend to provide children with opportunities to express themselves through their interests and ideas and reflect on the world around them through a series of lessons. These lessons help build on existing skills and develop new ones.

Art should be fully inclusive to all children and provide stimulating challenges. We intend to provide a safe environment where children are not afraid to take risks and make mistakes. They are encouraged to reflect on their work and compare it to the work of others. Children are given the opportunity to ask questions, which fosters their curiosity and form opinions of their own. This aims to help develop their own personal style. Art is subjective and therefore it is important that children are exposed to different perspectives.

We intend to introduce children to a range of different artists, including those in our community, inviting creative individuals into school and working with them when possible.

Cross-curricular links are important at King Ina. Children are given the opportunity to develop their skills across a range of subjects and topics with a bigger focus on art in the summer term.

It is important that children develop their skills in a variety of different areas such as in drawing, painting, printing and 3D form. They should boost their creativity by having the opportunity to experience and experiment with a range of different media and materials.

Implementation

Art is taught across all year groups at King Ina Church of England Academy. We base our teaching on the National Curriculum in conjunction with programs such as KAPOW to help plan our lessons. This ensures we are providing a series of lessons that build on each other. Opportunities for the teachers to engage in joint planning and access to the progression of skills document allows them to plan lessons that build on skills taught in the previous year. Re-teaching skills from previous years is important to ensure progression of skills year on year, deepening and challenging previous knowledge.

We teach art across the year with our main focus being in the summer term; our summer topic is heavily art-based as can be seen in our long-term plans. We link art closely to our termly topics. Our topics are on a two-year rolling program in KS1 and a four-year rolling programme in KS2.

Sketchbooks are utilised to allow children to record and develop their ideas, look back on previous work, be reflective and witness their own progression as it happens. They are passed up to the next teacher to help find a starting point for future lessons. The children carry their sketchbooks with them as they travel up the school, building on their journey from year to year.

Teachers model the skills and tasks they plan so the children have a clear understanding of what is expected of them. During lessons, the artistic vocabulary being taught is also modelled. This is to support the children to use artistic language in context.

Links to the community are encouraged and planned, often working alongside ACEArts. Children's work is sometimes then displayed in the community for the public to look at and enjoy.

Enrichment activities and trips outside of school, linked to the topics being taught, are arranged. This is to help stimulate ideas for the children to think about when they return to school and start work on their own pieces of art.

Work is celebrated to encourage children to do their best and to take pride in the work they have created. Work is displayed on class display boards, during mini school exhibitions and during our topic outcome day. Parents are also often invited in to enjoy the children's artwork alongside them.

Impact

Sketchbooks are important for showing the progress the children have made across the year, especially in the final term. They should show how the children have built on initial ideas and reviewed and modified their work.

Evidence of sequenced, well-planned and effective lessons should be clear. Children and staff can see where they have started and how they have reached their final project/s. These projects are often showcased in topic outcome days.

Teachers will use the outcome of each lesson to help inform the next, ensuring that all children have been challenged and supported effectively. Teachers will assess children by asking questions and assessing written and verbal evaluations, given by the children, of their work. They will evaluate how confident the children are in using the correct terminology when answering questions and when describing what they have done.

Children should be confident in talking about what they have learnt and why, remembering and building on this each year. Teachers have a copy of the progression of skills document to refer to, when assessing and marking work, to check children are making age-related progress.