

School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

Definition of Art

Art is something that is created with imagination and skill and that is beautiful, interesting or that expresses important ideas or feelings.

Headline rationale for Art

Art is studied in order to enrich pupil's knowledge and understanding of the world and the different cultures around them and help them to see and appreciate things creatively. Through it, pupils learn to respond thoughtfully to the work of different artists, craftspeople and designers by observing (looking carefully) their techniques and experimenting with different ways to achieve an effect. They learn to develop different skills using a range of different media (tools) to create their own works of art. Art can also be a way to express thoughts and feelings and explore creativity without the fear of getting the answer 'wrong'.

Intent in Art:

During their time at St. Margaret's, we are committed to providing all children with learning opportunities to engage in art and design in order to develop the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

How the whole school 'curriculum statement' intents will be threaded through Art.

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *In Art we consider the purpose and aesthetic quality of the piece. We take inspiration from established artists, designers and craftspeople and critique our own and others' work in a constructive manner. As preconceptions can stifle creativity, we encourage resilience when things don't go to plan and try to adapt our work to incorporate this, demonstrating aspiration*
2. Early reading and language development across the school are core aspects woven through the curriculum – *In Art, we encourage the use of appropriate technical vocabulary in the development of new skills. Discussion work based on established works of art can take many forms including composition and effect, story-telling, emotive responses and critical analysis allowing all pupils to engage.*
3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay. Progressive subject knowledge and skills are planned to take advantage of local opportunities such as the beach and local artists, as well as national events. We provide opportunities to contribute in the local and global community. – *In Art, there are numerous opportunities to explore and be inspired by a variety of arts and crafts through history and from around the world, and to consider the customs and cultures they are associated with. Whenever possible, we encourage exploration of the school grounds, participation in national events, visits from artists and craftspeople and visits to the wider community to support our acquisition of new skills and inspire future choices.*
4. We support our pupils to develop the skills they need in order to learn for themselves, and to enjoy this learning – *In Art, pupils are encouraged to explore their creativity both independently and collaboratively, taking increasing responsibility for their own learning. We encourage self-reflection in order to make changes or improvements and to develop ideas and skills through practise and experimentation in order to determine what works well. In Art, there is no right or wrong but instead we encourage justification of choices and adaptation to a variety of situations.*
5. We support our families and staff with their well-being – *In Art, staff are provided with the 'progression of skills and learning' document, outlining expectations across the school. Shared planning reduces work-load and allows for more focus to be placed on effective planning and resourcing of creative subjects. Wherever possible, close links are made to other areas of the curriculum although there are also plenty of opportunities to produce art/craft work for pleasure. Collectables are sent home to parents to support their understanding of what their children are learning at school. Curriculum blogs are accessible on website to all.*

Best practice in teaching and learning

1. Coverage - Teachers ensure that the National Curriculum 2014 is taught and applied.
2. Inclusion - Teachers are responsible to meet the needs of all learners through their teaching of Art.
3. Planning outcomes - Teachers plan purposeful outcomes that engage interest in children. Rigorous teaching and learning is achieved through distinct subject skills being taught to ensure clearer progression. Topics can be linked to other areas of learning where appropriate and other opportunities for creating art for pleasure are incorporated into the curriculum.
4. Planning sequence – A sequence of teaching and learning should begin with an artist-inspired investigation, moving into opportunities to choose appropriate tools and materials and practise relevant skills (recording these in sketchbooks in KS2). Throughout this stage, experimentation, risk and innovation should be encouraged. Focus throughout a unit of work should be on skill development rather than heading towards a pre-defined end result.
5. Success criteria – 'Beauty is in the eye of the beholder'. All children are able to achieve a successful outcome in Art however it must be recognised that developmental differences will impact on this. Children should be allowed the time to investigate and experiment with different styles and techniques in order to develop creatively and learn to celebrate and utilise their mistakes. Self-reflection and critical evaluation should be an integral part of the learning process.

6. Feedback - This should take the form of careful, open questioning regarding making decisions or changes to a piece.

Assessment

Assessment in Art focuses on the essential knowledge, understanding and skills that all pupils should learn by the end of their Key Stage. The progression of skills and knowledge document supports teachers in making their judgement. All assessments are derived through a holistic approach taking into consideration the application of skills, understanding of processes and critical evaluation of products created. Verbal interactions or photographic evidence should form part of this judgement – no child should be penalised due to their writing ability.

Progression of skills

Please see the Art progression of skills and learning documents here:

Link here: staff shared – curriculum leadership – art – 20_21yeargroupprogression of skills and learning

https://drive.google.com/file/d/1hOXnKHfeH5_I35ZN2leFOqjsbCOj30Mb/view?usp=sharing

Art Curriculum Map

Please see the Art long term plan here (working document)

staff shared – curriculum leadership – art – St Margaret's Academy Art Curriculum Map

https://drive.google.com/file/d/1dFi6aXSt9GtWR5FOHWCWGqr3F1SU_x0/view?usp=sharing

Planning

Please see Foundation and KS1 long term planning here:

https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bppP0QCyEmtE6F1_vmJ?usp=sharing

Please see KS2 long term planning here:

https://drive.google.com/drive/folders/1h_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu?usp=sharing

Please see Foundation and KS1 medium term planning here:

<https://drive.google.com/drive/folders/1WzYNqYYR7tOmBlyOdAk6JOrO8qp5-fmF?usp=sharing>

Please see KS2 medium term planning here:

<https://drive.google.com/drive/folders/1L9jtwxi7LO2bE0lh8G2e8oWBbK79Sc5b?usp=sharing>

Please see an example of an area plan here:

<https://drive.google.com/file/d/1LzityY125c5yZmlp0cSL0kpmkwtSEZ7N/view?usp=sharing>

Please see examples of collectables here:

<https://drive.google.com/file/d/1nsu0NHTtURHDC0oa1oKEcsX9Znq3CprP/view?usp=sharing>

https://drive.google.com/file/d/1IRcSoOffB16x_eqo_F1yolFzLyi9Ogr/view?usp=sharing

