

## Subject Leader Curriculum Overview – Art

		Stenson Fields Primary: CARES Curriculum				
		Caring	Achieving	Respecting	Enjoying	Supporting
INTENT		An <b>inclusive</b> curriculum, where children learn to build <b>positive relationships</b> and develop <b>trust</b> and teamwork skills through our art curriculum.	A <b>challenging</b> and <b>exciting</b> curriculum, where essential <b>knowledge</b> and <b>skills</b> are combined in a purposeful way. We have <b>high aspirations</b> and aim to inspire creative thinking through our art curriculum.	A <b>diverse</b> yet <b>cohesive</b> curriculum, which enables us to strengthen the school <b>community</b> and create links with the wider local community, parents and carers.	An <b>engaging</b> and <b>creative</b> curriculum where children are encouraged to use their <b>imagination</b> . Art at Stenson provides <b>fun, memorable</b> experiences that promote connections with each other, ourselves, our families and the local community.	A <b>collaborative</b> curriculum of which we have shared <b>ownership</b> . Our art curriculum is carefully and regularly reviewed, monitored and evaluated.
	IMPLEMENTATION	The Art Curriculum				
Knowledge		Skills	Linked Learning	‘CARES’ Approach		
	The art curriculum is built around clear progression in practical, theoretical and disciplinary knowledge, updated in line with the new PlanBee-based scheme and the revised progression documents. Children develop knowledge of materials, techniques, vocabulary, artists and art movements from Year 1 to Year 6. Key concepts such as line, colour, texture, pattern, shape, form and composition are revisited in a cyclical way, becoming more complex over time. Pupils learn about a wide range of artists, designers and cultures, including modern and historical examples, and understand how art reflects ideas, identity, culture and place. Vocabulary is carefully sequenced so that children use increasingly precise art language	Children develop drawing, painting, printing, collage and sculpture skills every year. In the early years they focus on holding tools, exploring materials and making simple marks. As they move up the school, they learn to shade, mix colours, print patterns, join materials, model clay and use perspective. Skills are revisited often so children can practise and improve. By Year 6, pupils can choose suitable materials, work carefully and accurately, and change their work after evaluating it.	Art is closely linked to wider learning, including history, geography, culture and personal identity. Units such as Earth Art, Chinese Art, Famous Buildings and Street Art connect art to place, tradition and society. Children explore how artists respond to the world around them and how art can communicate ideas, feelings and messages. Cross-curricular links support understanding of pattern in maths, materials in science, cultures in geography and history, and personal development through self-expression. This ensures art is meaningful, relevant and rooted in real-world contexts.	The curriculum reflects the school’s CARES values. Children are <b>Caring</b> when they look after materials and respect each other’s work. They are <b>Achieving</b> as they practise skills and improve their artwork over time. They are <b>Supporting</b> by sharing ideas, helping others and giving kind feedback. They show <b>Respecting</b> by valuing different cultures, artists and opinions. They are <b>Enjoying</b> art through creativity, experimenting, making choices and celebrating what they can do.		

	when talking about their own and others' work.			
<b>IMPACT</b>	<b>Assessment, Monitoring and Review</b>			
	End of term/year assessment data shows high standards and good progress across the school.	Pupil interviews, learning walks and book scrutinies show high standards and good progress across the school.	Termly CARES Curriculum review (whole staff) to evaluate success/impact of the Intent, including knowledge, skills and enrichment opportunities.	

### Subject Leader – What is Art like at Stenson Fields?

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• Art is planned for and taught regularly across the school since returning from lockdown.</li> <li>• Use of the 'Suffolk' scheme ensures good progression of skills and coverage of knowledge.</li> <li>• Children complete units in drawing and painting each year and other units (collage, textiles, printmaking, 3D) are completed in alternate years. This teaches them a range of artistic skills which are built on each year.</li> <li>• Every child has the opportunity to invite their grown-ups into school once a year and complete a whole day of memorable, mindful, enjoyable art activities with them. (Arts Day/ Christmas Craft Day.)</li> <li>• Each class has an art display at least once a year to showcase children's work and give them ownership and pride.</li> <li>• Children exposed to a range of artistic styles and influences through lessons, scheme units and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and implement the new EYFS curriculum and ensure foundation skills are still covered.</li> <li>• Consider and research virtual visitors / online visitors for art.</li> <li>• Contact Asda/ dentist/ doctors to secure a space for displaying competition work.</li> <li>• Monitor what units have been missed and how to support staff to fit in missing units if possible.</li> </ul>

### Amendments due to Covid-19 (Academic Year: 2020-21)

- Art and Design in Suffolk scheme paused in lockdown due to inability to provide children with the consistent and access to the right resources. (Jan-Mar)
- Limited opportunities for visits/visitors due to Covid Risk Assessment. (Including jumping clay after school club and EMCANN.)
- Home learning arts activities considered resources the children had access to at home and swayed further from the scheme and therefore some basic skills will be missing like painting and drawing.
- Home learning art activities included ‘how to draw’, lessons from Oak Academy, and art activities that supported a positive mental health and well-being and PSHE rather than skills-based activities.
- Arts Week and Christmas craft day altered due to covid restrictions. For example, no parents allowed in for Christmas craft day and no exhibition for Arts Week displays of work.
- Christmas craft packs made for each child with resources and instructions. These were sent home and children had the opportunity to complete with their grown-ups at home, in order to continue parent child collaboration and relationship well-being.
- Classes completed an Arts Week display for their year groups to display work completed in Arts Week instead of exhibition.
- Teamwork art activities able to continue as long as children are in class bubbles.
- Based on results from staff questionnaire, scheme units that have been missed will to be reevaluated and re-planned if missing as much as possible.

#### Questions to consider

- How are children challenged?
- How are PP/SEN children’s needs met?
- How do you build on children’s prior learning/knowledge/skills?
- How is assessment used?
- What do you want pupils to know/understand/do by the time they leave?
- How do you make sure *all* children are making progress?
- Can your pupils use their subject knowledge across the curriculum?
- What resources do you use?
- How do you develop, monitor, evaluate and improve provision in your area of responsibility?
- How do you make sure teachers have good subject knowledge?

#### Useful documents

- CARES Curriculum Intent
- Subject Action Plan
- Progression of Skills documents (Sci/His/Geog)
- Scheme documentation
- Subject Leader Overview
- Whole School Data (2019 outcomes and termly data)
- SF Key Information Booklet (Jo)
- Staff/pupil/parent questionnaires
- Work scrutinies/pupil interviews/learning walks
- Topic planning (cultural capital: visits, visitors, outcomes etc)
- Interventions