Art & Design at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

At St. Gregory's, we believe that high-quality Art & Design lessons will inspire our children to be innovative thinkers and develop their creative understanding. We believe that as the children progress in their learning, they should be able to think critically and develop a more rigorous understanding of the Art & Design curriculum. Our children will know how art and design both reflect and shape our history and contribute to the future and creativity around the world. They will explore ideas and meanings through the work of artists and designers. As a subject, Art & Design stimulates creativity and imagination, it provides visual and sensory experiences and a special way of understanding and responding to the world. Our children will communicate what they see, feel and think using colour, texture, form, pattern and different materials and processes. They will become more involved actively shaping their environments through art, craft and design.

In keeping with the rest of the curriculum at our school, the learning our children undertake in Art & Design enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making
Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience an Art & Design curriculum which is meaningful, memorable and motivating
- record from first-hand experience and from imagination to select their own ideas to use in their work
- develop creativity and imagination through a range of complex activities
- improve the children's ability to control materials, tools and techniques
- increase their awareness of the roles and purposes of art, craft and design in different times and cultures
- develop increasing confidence in the use of visual and tactile elements
- foster an appreciation and enjoyment of the visual arts and a knowledge of artists, craftspeople and designers
- will evaluate and analyse creative works using the vocabulary of art, craft and design
- are engaged, inspired and challenged in art, equipping them with the knowledge, skills and understanding to experiment, invent and create their own works of art, craft and design

Curriculum Design

At St. Gregory's we took follow the KAPOW Art and Design combined scheme with Design and Technology. This scheme ensures that our curriculum follows an orderly progressive structure from Year 1 all the way through to Year 6. Having this methodical approach at St. Gregory's means the knowledge, skills and understanding our children need are progressive and built upon each year as they make their way through school. We encourage creative work across the curriculum with other subject areas in order to make sure that our children's learning is meaningful, memorable and motivating throughout each topic. The Expressive Arts and Design

curriculum in EYFS helps to begin this process, laying strong, relevant foundations for the National Curriculum aims.

When mapping out the Art & Design curriculum we ensured it was designed to support our school ethos. We aim to stretch our children's knowledge, skills and understanding, supporting our children to flourish through the National Curriculum content. We've decided to do this in several ways: first and foremost, we want our children to have an appreciation of great artists, architects and designers that have shaped the world we live in, we now provide the children with a sequential learning format which allows them to explore a range media extending their ideas, experiences and imagination and we will use sketchbooks to record and explore so the children can develop a mastery approach to various art and design techniques.

Curriculum Coverage, Review and Assessment

At St. Gregory's we review our curriculum annually. Any key areas of improvement that have been highlighted through regular monitoring, will be focused on throughout the year. A whole school curriculum map is in place, offering the children a broad and balanced curriculum across all year groups. As we follow the KAPOW scheme, there are mapped out clear progressive statements for each year group focusing on four core areas of learning within the Art & Design curriculum. The key areas created are bespoke to our school and our curriculum at St. Gregory's, we strive to ensure our Art & Design curriculum promotes the 7 S's (**Seven Skills of the Steward**) and 3 M's (**Meaningful, Memorable & Motivating**).

At St. Gregory's our children use sketchbooks during lesson time to record their learning in each year group from Year 1 through to Year 6. The books are used to help children explore their thoughts and ideas during any of the art topics covered throughout the year. This will include the following e.g. experimenting with media, observational sketches/paintings, photographs, magazine cuttings and so on. Having the sketchbooks will offer our staff a collection of artworks all in one place which will aid with monitoring progression and assessment right across the subject. Teachers will be able to provide our children with written feedback, also giving the children the opportunity to get involved and evaluate their own learning focusing on the self-assessment of their learning. As well as this we will also encourage peer assessment, where the children will share positive comments about each other's work.

Provision for All

Art & Design plays an important part in the life of our school. It is available to each child and all children take part in creative activities, making a positive contribution to the life of the school and our local community allowing them to flourish as an artist, craftsperson and designer. The Art & Design curriculum ensures that children have the opportunity to study the work of both male and female artists.

Allowing our children to flourish means being able to stretch our curriculum to meet the needs of everyone at our school. The Art & Design curriculum provides challenge for all groups of children, such as SEND, more able, pupil premium, EAL. This is done through a wide variety of differentiated approaches ranging from in-class support and targeted questioning to use of specific media, tailored next steps marking and enrichment activities.

Implementation

Subject Knowledge and the Monitoring Cycle

Here at St. Gregory's our principle aim is to develop our children's knowledge, skills and understanding and in doing so we aim to ensure that our teachers and subjects leader's knowledge, skills and understanding are to a standard which enables them to support the intentions of the Art & Design curriculum right across the school from Early Years through to Year 6. If, through careful monitoring, this is not the case, support will be put in place in various ways, this includes: teacher to teacher – sharing of best practice, subject leader support in class and

staff being able to attend the relevant CPD. Each year we audit our subjects, as part of our on-going monitoring cycle in school. Doing so helps us to identify any areas of development which may present themselves. As part of this cycle, resources are evaluated and replenished so our children are provided with high-quality equipment which will allow them to work to the very best of their ability. Furthermore, time has been assigned to Art & Design during governors' meetings, SLT meetings and staff meetings, this has allowed situation reports to be given, monitoring of books and planning and provide our staff with the relevant and necessary CPD. As Art & Design subject leader I monitor the subject annually in many ways, this includes book looks, planning looks, lesson walk-throughs and pupil voice time.

Planning and Progression

Art & Design is a foundation subject amongst many in the National Curriculum. As a school, we have taken the National Curriculum and made it bespoke to our school ensuring it's progressive in the knowledge, skills and understanding expected for the end of each Key Stage. As well as this, we have also incorporated the Seven Skills of the Steward whilst ensuring it's memorable, meaningful and motivating for our children. This developmental approach is consistent across our school, this includes our children working in the Early Year setting, focusing on Art & Design elements but in their own way. Our EYFS team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. However, the Early Years setting will still be included in whole school projects, events and competitions, where appropriate.

Our learning in Art & Design is based around 4 core areas: Drawing, Painting and Mixed Media, Sculpture and 3D and Craft and Design. Planning and learning within Art & Design follows simple progressive steps to support the children in their development. Additionally, each class through each key area will follow progressive steps in vocabulary, this will be an embedded part of our curriculum that support the children in the being able to flourish in their knowledge, skills and understanding.

Incorporating Stakeholders

Throughout the year we use pupil voice at the beginning and end of the topics, this allows us to plan future learning accordingly. Teachers will also use formative assessment throughout the topic to ensure the children are informed of their relevant next steps in their learning. Parents are informed of their child's attainment in Art & Design in end-of-year reports and are also encouraged to be involved in their child's learning, for example, during their home learning projects and end-of term and topic showcase events.

Impact

At St. Gregory's the Art & Design curriculum has been created so that the objectives we cover as part of the National Curriculum follow an exciting developmental approach, we strive to make learning cross-curricular when necessary through our inspiring topics which incorporates learning from all different areas of the curriculum, making their learning meaningful, memorable and motivating. As the children progress through our school family we aim to make Art & Design a subject that they're passionate about, we want them to use the Art & Design curriculum as a ways and means of them being able to express themselves through the skills that they've learnt in different ways, gaining the knowledge and understanding of how Art & Design enhances the world that we live in.

The progression and sequence of learning in Art & Design is evident in the children's sketchbooks, following the sequential learning pattern of: Initial research and development of ideas, Sketchbook experimenting, Explore and develop skills and techniques, Master techniques and develop ideas and Evaluating – again learning steps were made bespoke to our school and our progressive learning approach. This work provided the teachers with the evidence they needed to assess the children as they move through school. This progression of learning covers a wide range of areas from the use of media, basic housekeeping, exploration and development

of ideas, studying a range of artists and the reflection and evaluation of work. It also shows a growing collection of knowledge, understanding and skills in order to produce high-quality artwork for a range of different purposes.

Within their appropriate academic year group, children will select from a range of media, materials and tools to support them in their art work. They use a range of strategies to record and communicate their learning, through forms of written and verbal feedback which is given to have a positive impact on the children's outcomes. Completed artwork is always displayed appropriately and when necessary for a range of stakeholders e.g., end-of-topic showcase.

Our outcomes are assessed in relation to National Curriculum aims and objective during and at the end of a topic, with levels being given at the end of each term based on attainment and progression. The subject leader analyses this data and feeds back any successful areas of achievement as well as areas for development into the school improvement cycle, which will then feed into the Art & Design action plan and so on. Throughout the year, children's work is moderated during staff meetings and SLT meetings.

A.Grime
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