

# Art

## Intent



Children access a broad range of artistic experiences in a variety of ways. Through high-quality art teaching, children develop confidence, creativity and a range of artistic skills. They explore the work of diverse artists to inspire their own ideas while developing skills in drawing, colour, texture, form, pattern, print and art through technology. Children are encouraged to experiment, express themselves and communicate meaning through visual and tactile media.

## Implementation

### Sequencing and Progression

- Generating ideas and using sketchbooks inspired by a range of artists.
- Developing skills in drawing, painting, printmaking, photography, mixed media, craft and sculpture.
- Exploring the formal elements of art, including colour, form, line, pattern, shape, texture and tone
- Learning about significant artists and their techniques.
- Evaluating and discussing their own work and the work of others.

### Assessment and Feedback

- Children take responsibility for their learning through regular self-assessment and continuous adult feedback, including verbal, 'in the moment' and success criteria linked to lesson objectives.
- Sketchbooks showcase children's creative journey and provide evidence of both guided and independent work.
- Lessons also include regular revisit and retrieval opportunities to strengthen children's long-term understanding and recall of artistic knowledge and skills.

## The Living Curriculum

An annual external gallery event is used as an opportunity to showcase children's artwork outside of the school, creating strong links with the local community and rooting children's learning and outcomes in the 'real world'.

Cross curricular art opportunities linked to whole school events including World Book Day and Lunar New Year.

## Impact

Children are encouraged to see themselves as artists and are both proud and informed of their place in the world of art. Children are able to talk about both their learning, with regards to the art curriculum, and the concepts and vocabulary that encompass it. Both staff and children understand how to progress themselves as facilitators and learners, with adults able to pinpoint next steps through appropriate, ongoing assessment, enabling them to facilitate the further development of the children.

## Useful Links

