

Regents Park Community Primary School

Art Subject Overview



DfE Statement:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Intent: What we want to achieve

At Regents Park School it is our aim to:

- Develop a love of art through a range of media, ensuring children have the opportunity to voice their thoughts and ideas around art, whilst recording their experiences and processes
- Deepen and strengthen their knowledge across many art techniques through a broad and balanced range of topics which embrace different cultures and/or historical links
- Supporting children to develop proficient skills, which control materials and tools as well as develop their techniques
- Develop enjoyment and exploration of art through our cross curricular approach
- Foster an enjoyment and appreciation of the arts, and knowledge of famous and inspirational artists and craft makers
- Allow children time to evaluate and analyse artwork, using topic specific vocabulary

Implementation: How will we do this

The contents and principles underpinning our art curriculum are taken from the 2014 National Curriculum. We have mapped out our curriculum to ensure there is effective coverage and progression across the year groups. Year groups follow a guide to the progression of skills and knowledge coverage (knowledge organisers) to ensure progression across each of the art techniques being taught: drawing, printing, colour, textiles and collage and sculpture. These techniques are taught in certain year groups within a term, and the technique is linked to an identified topic to allow for a cross-curricular approach. The documentation supports teacher knowledge whilst highlighting previously taught skills and children's prior learning.

- Early Years wherein the teaching of art is covered in 'Expressive Arts and Design'.
- Key Stage 1 follows a thematic approach to teaching. Their art topics are identified on the progression of skills map and art overview and links to their theme/topic of a lead subject.
- Key Stage 2 follows a thematic approach to teaching. Their art topics are identified on the progression of skills map and art overview and links to their theme/topic of a lead subject. The children record their art process in art books reflecting the art journey and the process that children explore within a given area.

Children also have the opportunity to regularly take part in Art competitions and Arts Week. Forest School is also a place where art is explored in a child lead way.

Impact: What the outcomes will be

The teaching of art allows children to progress their skills each year as they learn about and build upon techniques, allowing them to draw upon previous knowledge and build upon prior knowledge. Children should begin to learn and use technical vocabulary and refer to this when evaluating a piece of work or analysing a process. Children should feel comfortable expressing themselves in art and making choices about media. They should be able to link their learning to history and culture or be able to talk about famous artists. Pupil and teacher voice will be used to assess the impact of our Arts journey to allow for adjustments where needed.

Assessment is conducted within class, by the Class Teacher, through questioning and marking, where the development of children's skills is reflected upon and analysed against the progression of skills map. Children reflect upon their own learning at the end of each topic through an evaluation.