

St Thomas More Catholic Primary School Curriculum Statement

Art

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Big picture: Children to learn the different skills focussing on the progression of skills document to build on prior teaching. • Brief review of learning covered in previous lesson/s. • Children will use skills taught in prior learning and apply these skills in new contexts. • Specific key vocabulary to be used and its meaning explained in context. • Explore the artwork of the notable artists to be studied and create own art work based upon or inspired by the artists suggested. • Ask questions and interpret their findings. • Communicate their art knowledge and understanding appropriately. • Evaluate their learning and compare their art work to others. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills taught at an age appropriate level. • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing art and artists, their own work and identifying their own strengths and areas for development.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in developing as artists • Ensure an appropriate progression of art skills and knowledge is in place over time so that pupils are supported to be the best artists they can be, and challenge teachers to support struggling pupils and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each topic. • Identify artists who underpin specific areas of the curriculum. • Keep up to date with current art research and subject development through an appropriate subject body or professional group. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment. • Provide appropriate sources. • Have working walls which include known artists and examples of their work and carefully chosen vocabulary and are regularly updated. • Be organised so that pupils are supported in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of art skills. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed. • Work which showcases the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the art curriculum. • Key art vocabulary being used.

<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best art teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an artist because they know how to be successful. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on art knowledge. • Develop art skills and confidence over time because of careful planning, focused delivery and time to practice and apply skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. (Book scrutinies, lesson observations and pupil voice.) • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Identify areas for further staff development through regular monitoring and provide ongoing professional development to ensure excellence in practice.
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