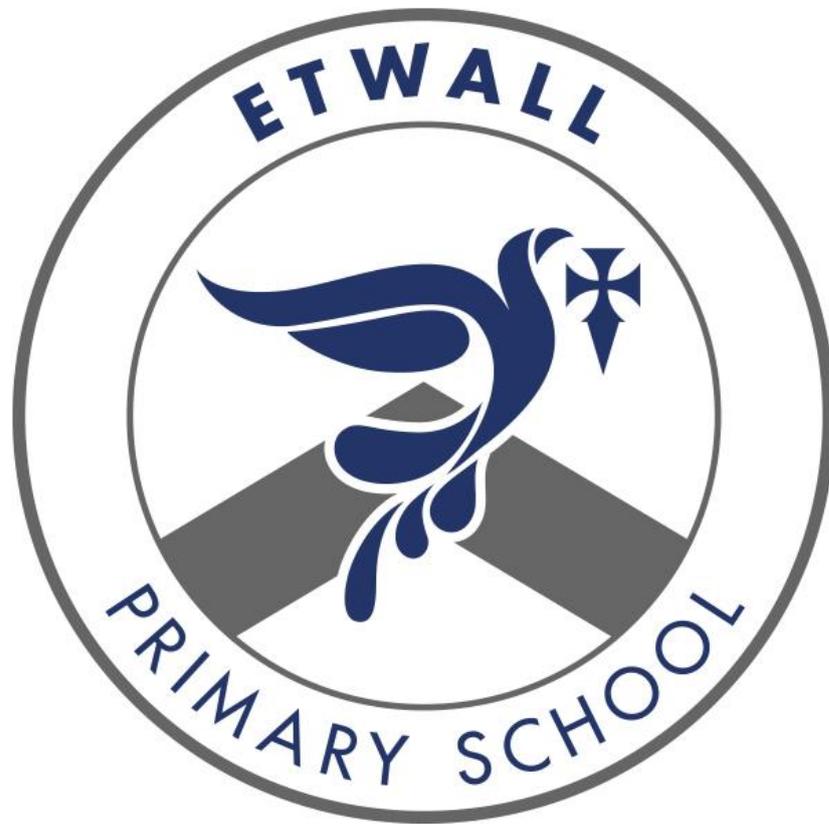


Document owner	Etwall Primary School	Signed by Headteacher	
Author:	Erica Dawson		
Version:	February 2021	Next Review	February 2023



Art

Intent, Implementation and Impact

Statement of intent

At Etwall Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides our children with the opportunity to be inspired and engage with the creations of other artists, and through challenging and immersive learning opportunities, children may become skilled artists who can reflect on their creations and hone their art skills.

Curriculum Implementation

The teaching and implementation of the Art Curriculum at Etwall Primary School is based on the National Curriculum and linked to topics to ensure a varied and enriching approach to this creative subject. Art skills are taught through immersive art days through which they may exhibit and share their creations.

Skills covered include sculpture, printing, sketching, painting, cultural art, WW2 propaganda posters, pointillism and the works of established artists. The work of famous local, national and international artists is explored to enhance the children's learning. On art days, they have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists, as well as the development of reflection skills and criticism. These skills follow a progression map, building on prior learning in every experience.

Impact

Through the art curriculum, we intend that children to hold positive self-image and confidence, with an opportunity to discover a sense of fulfilment in their artistic expression. They will be inspired by a range of artists and art, and will explore media types through experimentation with a range of materials and techniques. In doing this, their observation and descriptive skills will be developed, and their communication of ideas and feelings will also improve. Children value and respect the work of others, building resilience when criticised and discussing their work and the work of others using appropriate artistic vocabulary.

Teachers will assess the progress of children and ensure that they are challenged to produce technically accurate creations, which meet the clearly defined expectations of the task. Children will enjoy and achieve, ensuring their curiosity motivates their learning, and inspiring a lifelong love of art and expression design.

Skills Progression

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for art skills progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by the following strategies:

- *Observing children's work in art, individually, in pairs, in groups and in class during whole class teaching.*
- *Recording of the progress made by children against the learning objectives for each lesson with agreed success criteria.*
- *Using differentiated, open-ended questions that require children to explain and deepen their understanding.*
- *Providing effective feedback, both written and verbal, to engage children with their learning and to provide opportunities for self-assessment, consolidation and target setting.*
- *Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.*
- *Encouraging children to assess and evaluate both their own work and that of other pupils to appreciate how they can improve their performance and set their targets for the future.*
- *Formally reporting each child's attainment and progress in art to parents at the end of the year in the child's end of year report.*

Early Years

In the Early Years, pupils explore art themes and content through the Expressive Arts and Design strand of the EYFS curriculum. We follow the Development Matters Early Years Curriculum which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals. The children have the opportunity to use a wide variety of art resources in their learning such as paints, pastels and pencils, which support their mark-marking and fine motor skills.

SMSC Development

Spiritual education in art inspires awe, wonder and excitement at the beauty of art and provides children with the opportunity to communicate their ideas, meanings and feelings through art. Moral education in art provides opportunities for children to empathise with different cultures, faiths and ethnic backgrounds and consider how artists represent moral issues through their work. Social education in art is developed as children collaborate to create pieces of work together ensuring that they respect each other's ideas and opinions when talking about pieces of art. Cultural education in art involves reflecting on the ways in which cultures are represented in art, understanding the ideas behind the art in different cultural contexts.

Diversity

Through art, children learn about the diversity of national, regional, religious and ethnic identities in the 21st century; teachers encourage pupils to think about spiritual, moral, social and cultural issues, problems and events and to use their imagination to consider other people's experiences.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the art curriculum at a level appropriate to their needs. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure topic relevance.

Health and Safety

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.