



Moorside Primary School and Nursery

Art Intent



Intent

Art plays an important part in the development of a child's creativity and allows opportunities for children to express their ideas and understanding whilst working both individually and collaboratively with others.

In line with our school curriculum intent and linking with the National Curriculum in Art, at Moorside our vision for Art is as follows:

We have:

A culture of success and achievement for all

High-quality art 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.

An aspirational and inspirational curriculum

Children at Moorside are provided with learning experiences which nurture and develop their understanding of the visual language of art through effective teaching and considered sequences of lessons which explore the visual elements of art - line, tone, texture, colour, pattern, shape and 3D form.

As our children progress, they should be able to think critically and develop a deeper understanding of art. They should also know how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

Strong relationships between the school, parents, pupils and our community and high expectations for all stakeholders, surrounding our children with the best educators and specialists.

We provide showcase opportunities to share our children's art work and within the community, for example displaying work in Ripon Cathedral and using the local environment (such as Fountains Abbey) as a stimulus. Local artists and specialist teachers are welcomed to provide alternative experiences, artistic styles and teaching and

learning opportunities. We use Kapow Primary as a high-quality resource to model techniques through teaching videos provided by reputable and professional artists.

A whole school inclusive and nurturing ethos

We value art as an essential part of our children's entitlement to a broad, and balanced curriculum. Art provides our children with the opportunities to develop and extend skills and express their individual interests, thoughts and ideas.

The aim within the National Curriculum 2014 is that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

The teaching and implementation of the Art Curriculum at Moorside is based on National Curriculum objectives and ensures a well-structured approach to this creative subject. At Moorside, Art is taught through our Kapow Primary planning, which is adjusted to match the needs and stages of our children. This high quality and interactive resource allows for the progression of skills and creativity, and supports the development of experimentation and deeper understanding. Lessons are carefully planned by teachers and link to our different subjects and themes, which in turn promotes depth of knowledge and progression across the whole curriculum. For example, In Upper Key Stage 2, the children wrote biographies on William Morris whilst learning about his art during the Victorian era, which was their History topic, involving the study of Victorian buildings and décor. Where possible, educational visits are included in the delivery of art to help support and develop enhanced learning experiences. In the past, an educational visit to Beamish has enabled our children to see William Morris wallpaper in their replica houses. We ensure that diversity is celebrated within our Art curriculum, by learning about and celebrating art and artists from a range of cultures, for example Beatriz Milhazes, who is from Brazil. The pupils in Key Stage one learned about her work to link with their Geography focus on South America.

Early Years Foundation Stage

Expressive Art and Design is one of the 7 areas of learning in the Early Years and Foundation Stage. Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Learn about different artists throughout the year
- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Key stage 1

Pupils are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils are taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Assessing Impact

Ongoing assessments take place throughout the year using children's sketch book work and photos of final pieces. Target Tracker is used in Years 1-6, so that outcomes are recorded to indicate as to whether children are working towards, working at or exceeding the expected standard for their age group. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis by the subject leader and in conjunction with senior leaders, to inform and address any trends or gaps in attainment.

Intended Impact

Our Art Curriculum is of a high quality, it is well thought out and planned to demonstrate progression throughout and across each key stage. If children are reaching age related expectations, they are deemed to be making good or better progress or reaching a level of greater depth. In addition, we measure the impact of our curriculum through the following areas:

- A reflection on standards achieved against the planned outcomes
- Children achieving age related expectations in art at the end of each year
- Retention of knowledge about the range of artists they have studied
- The application of skills they have learned in other curriculum areas
- Pupil conferencing about their learning; which include discussion of their thoughts, ideas, processing and evaluations of work which the children have undertaken in lessons

Providing a purposeful catch up curriculum in Art

As part of our offer for remote learning, our children were exposed to a range of Art topics. Resources for such topics were provided through learning packs, however modelling of specific skills and techniques are deemed to be more effective through face to face teaching. As part of our Covid recovery curriculum, we continue to offer a balanced curriculum and have reviewed our planning to include the recommendations from the guidance from the DfE in July 2021, 'Teaching a Broad and Balanced Curriculum for Education Recovery (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf)

The specific guidance from this document for Art is,

At key stage 1:

- pupils' skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.

At key stages 2 and 3:

- leaders should prioritise securing depth and mastery of pupils' practical knowledge, such as different artistic methods, techniques, media and materials. Securing this knowledge allows pupils to communicate, record and create.

- It remains important that pupils have significant time for deliberate practice, re-encountering the core knowledge in different contexts and with growing complexity to develop mastery (for example, drawing with pencil, ink and wire).

- The emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively and drawing unconventionally.

- Focusing pupils' attention on the multiple forms in which art exists will help to secure their knowledge of the subject's breadth and diversity. Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome.

The planned overview can be found within the Whole School Curriculum Overview for 2021-22.

Mrs C Rowett - Art leader

July 2021