**Art**

**Intent, Implementation and Impact**

**Underpinned by our Curriculum Drivers: Faith and Oracy**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At St Mary’s we work from Chris Quigley’s curriculum companion and believe that the intention of teaching Art is central to our pupils’ creative development. This is essential to providing them with learning and experiences often beyond their personal exposure. We intend to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.  We believe it is important that our pupils recognise the impact art can have on different cultures, both their own and others. Therefore, they will be introduced to the work of significant artists, working in different media, from around the world so that they are able to identify how art links to the historical and cultural development of the UK as well as other cultures.  At St Mary’s Catholic Primary School, we acknowledge learning as a change in the long-term memory. We recognise that in order for this change to take place, repetition is key. We intend to teach Art in a systematic and methodical manner which enables children to develop their knowledge and understanding by regularly revisiting taught content in order for this teaching to become embedded.  We intend to teach our children how to make sense of the world around them by developing their ability to develop ideas, master techniques and take inspiration.  At St Mary’s Catholic Primary School a typical Art lesson will provide the opportunity for all  children as:   * Lesson objectives are taken from the Knowledge webs and activities are differentiated in order to allow all children to access the learning. * Our children have access to high quality lessons that are both challenging and enjoyable- this is underpinned by our **curriculum driver; ‘oracy’** where all our children are openly encouraged to give their opinions and responses and how the want to approach the work of the chosen artist. * We provide our children with a variety of Artistic opportunities, which will enable them to make the connections needed to enjoy greater depth in learning.      * We ensure children are confident Artists who are not afraid to take risks and all outcomes are appreciated. * We fully develop independent learners with inquisitive minds who have secure knowledge of Artists and their style of work and an interest in self-improvement. | **Planning:** Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers plan using the Chris Quigley curriculum companion schemes of work. The termly overview is used to support their planning and differentiation where needed.  Staff make reference to the National Curriculum to ensure that knowledge and skills planned for are age appropriate.  At St Mary’s Catholic Primary School, we employ a variety of teaching styles and opportunities for children to deepen their understanding of artistic styles and artists in particular areas. This again is supported by the use of the Chris Quigley companion. Teachers will ensure that children are encouraged to develop their skills and competencies, both individually and collaboratively and acquire the knowledge to evaluate their work.  Where necessary children will explore objects, pictures and artefacts which will be used to demonstrate and visualise abstract ideas, skills and art forms.  **EYFS:**  In the Early Years Foundation Stage children experiment with colour, shape, texture, form and design including 3D. Their foundation will begin with the exploration of colour mixing so that they understand and can explain primary and tertiary colours in a way that they will later use to inform mood within their work. | At St Mary’s Catholic Primary School, we expect that by the end of year 6 our children;  • Develop ideas  • Take inspiration  • Master practical skills  In order for this to happen, the Art subject leader, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the Art curriculum and the standards achieved by the children. The Art subject leader will monitor for appropriate pitch and progression at least once every term.  This monitoring takes the form of:  1. lesson observations and feedback;  2. learning walks and pupil voice conversations;  3. planning scrutiny followed by support where necessary;  4. a termly look at art produced;  5. termly data analysis;  Data is collected termly and reported to SLT. All teachers should identify pupils who are not making sufficient progress when the data is analysed and subsequently think about and address barriers which may be contributing to this. |