

# Altmore & Lathom Schools Federation

## KS1 Art Curriculum Intent/Policy

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### Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<b>Intent</b> What will take place before teaching in the classroom? What are we trying to achieve?	<b>Implementation</b> What will this look like in the classroom? How do we deliver our curriculum?	<b>Impact</b> How will this be measured? What difference is our curriculum making?
The school's senior leadership team will: <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects including Art.</li> <li>Ensure that I have appropriate time to develop my specific curriculum intent through careful research and development.</li> <li>Provide an adequate budget to ensure that standards can continually be raised.</li> <li>Support opportunities for my own professional development</li> </ul>	The teacher sequence will: <ul style="list-style-type: none"> <li>Study of an artist (which may include independent research and makes links to reading) to ensure high standard of subject knowledge.</li> <li>Ensure that objectives are skills based and are developed with extensions to allow for challenge</li> <li>Explore the artist using known techniques in sketching and shading.</li> <li>Experimenting and investigating with different techniques, skills and media to own artwork.</li> <li>Critically evaluate their own art work. Improve work after evaluation.</li> <li>Reflection and re-cap of knowledge and skills remembered and understood.</li> <li>Give opportunities for children to develop their use of artistic language</li> <li>Allow children the opportunity to evaluate their learning and compare their learning with others (art exhibition during lesson)</li> </ul>	Pupil Voice will show: <ul style="list-style-type: none"> <li>A developed understanding of the names, key works, styles and techniques of major artists at an age appropriate level</li> <li>A secure understanding of the key techniques and methods for each key area of the art curriculum: colour, form, line, tone, texture and shape</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>Confidence in discussing artists, art, their own work and identifying their own strengths and areas for development</li> </ul>
As a subject leader I will: <ul style="list-style-type: none"> <li>Understand and demonstrate knowledge of the Art curriculum and support other members of the teaching staff.</li> <li>Understand and articulate the expectations of Art to support teaching and support staff in the delivery.</li> <li>Ensure an appropriate progression of knowledge is in place which supports children in knowing more and remembering more as artists.</li> <li>Ensure an appropriate progression of artistic</li> </ul>	The classroom will: <ul style="list-style-type: none"> <li>Provide appropriate quality equipment for Art lessons.</li> <li>Safe and happy to explore during Art lessons because they have opportunities to explore their own creative development.</li> <li>Have developed learning walls which include high quality displays, including artists, and carefully chosen vocabulary, which are regularly updated and planned accordingly.</li> <li>Allow children to access Art-related materials to</li> </ul>	Displays and books will show: <ul style="list-style-type: none"> <li>Children have had opportunities for practice and refinement of skills.</li> <li>A varied and engaging curriculum which develops a range of artistic skills.</li> <li>Close studies of the work of well-known and highly skilled artists which supports their understanding of their skills and techniques.</li> <li>Developed and final pieces of work which showcase the skills learned.</li> <li>A clear learning journey which demonstrates</li> </ul>



<p>skills is in place over time so that children are supported to be the best artists they can be, and challenge teachers to support struggling artists and extend more competent artists.</p> <ul style="list-style-type: none"> <li>• Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school.</li> <li>• Identify artists who underpin specific areas of the curriculum and raise aspirations for children.</li> <li>• Keep up to date with current artists, research and subject development through an appropriate subject body or professional group.</li> </ul>	<p>encourage children to be artists during non-teaching times.</p> <ul style="list-style-type: none"> <li>• Display works of art, both of artists and children, which demonstrate skills and expectations.</li> <li>• Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills.</li> <li>• Art books are accessible to those children wanting to look at their previous artwork.</li> </ul>	<p>progression of knowledge and skills that over time, all areas of the Art curriculum is covered.</p> <ul style="list-style-type: none"> <li>• That children, over time, develop a range of skills and techniques across all of the areas of artistic development.</li> <li>• Differentiated work for all children to be able to access the learning.</li> </ul>
<p><b>The class teacher will, with support from myself:</b></p>	<p><b>The children will be :</b></p>	<p><b>As the subject leader I will:</b></p>
<ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Deliver learning that is interactive, exciting and engaging.</li> <li>• Seek support/advice for subject knowledge and skills gaps prior to teaching the unit.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials to access their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as an artist because they know how to be successful. Safe and happy in art lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on artistic skills and knowledge.</li> <li>• Able to talk about a variety of famous artists over time.</li> <li>• Develop artistic skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate the successes of children through planned displays and art exhibitions where parents are invited.</li> <li>• Keep up to date with any school projects or events that our school could take part in.</li> <li>• Collate appropriate evidence over time which proves that children know more and remember more.</li> <li>• Develop ways to make our school artwork stand out for visitors.</li> <li>• Monitor the standards of Art to ensure the outcomes are at expected levels.</li> <li>• Ensure all children, including disadvantaged and SEN, have made progress</li> <li>• Ensure the art cupboard is clean and tidy and resources are organised clearly for all staff to access.</li> <li>• Ensure that stock is replenished each term, budget permitting.</li> </ul>