

SUBJECT INTENT STATEMENT

Art

LEADER:

R.Villers



| INTENT | | CONTENT | |
|---|--|---|--|
| <p>“Creativity is contagious. Pass it on.” Albert Einstein.</p> <p>At Holy Name, we believe that art is a vital part of children’s education. It provides them with the opportunity to express their individual creativity whilst developing skills in critical thinking and self-reflection. We want to stimulate imagination and enable our pupils to enjoy their art learning journey. Our aim is to develop proficiency in drawing, painting, sculpture, collage, print and digital media. Therefore, within our art curriculum, we endeavour:</p> <ul style="list-style-type: none"> • To encourage our pupils to express their individual creativity. • To encourage our pupils to think critically about their own work and the work of others. • Provide children with opportunities to reflect on their own work and their creative choices. • Provide a range of exciting and engaging activities to develop skills across the areas of art. | | <p>At Holy Name, we have a progressive art curriculum where skills are developed throughout the whole school. Art is taught termly in each year group, focusing on knowledge and skills stated in the National Curriculum.</p> <p>Our art curriculum consists of six key areas: drawing, painting, collage, sculpture, printing and digital media. These areas are broken down further into specific skills which have been mapped out across the year groups to ensure progression. We aim to ensure children are proficient in the use of colour, line, tone, texture, pattern, shape and 3D form by the end of Key Stage Two.</p> <p>As well as focusing on skills progression, our curriculum places an emphasis on knowledge and ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by.</p> | |
| CULTURAL CAPITAL | PEDAGOGY | VOCABULARY | |
| <ul style="list-style-type: none"> • Art Showcases take place throughout the year and provide children with the opportunity to make home-school links as they showcase their work to their peers and family members. • Workshops and Clubs take place to enhance learning and provide children with further hands-on experiences. • Trips/visits take place to the Birmingham Art Gallery. | <p>Our topics are broken down into: ‘Research’, ‘Have a Go’, ‘Skills Development’, ‘Final Piece’ and ‘Evaluation/showcase.’</p> <p>At the beginning of each topic, children are given the opportunity to research a relevant artist in order to give a context to their art learning.</p> <p>They will then complete a ‘Have a Go’ piece of artwork, where they will attempt to imitate the work of that relevant artist. This gives the teacher a better understanding of which skills need to be further developed.</p> <p>After this, children complete a series of ‘Skills Development’ lessons, where teachers model a skill related to the piece of artwork they are studying. These skills are revisited and developed/built upon throughout the topic. Teachers identify where support is needed in each lesson and provide this as necessary.</p> <p>Once all the necessary skills have been developed, children express what they have learnt through their final piece. Finally, children will self-evaluate their own and others work and showcase it.</p> | <p>Pupils will develop an understanding of specific vocabulary related to the different areas of art. These key words will be used to describe specific skills, techniques, materials and contextual ideas.</p> <p>By the end of Key Stage One, children are expected to describe which materials, skill sand techniques they have used, as well as some contextual ideas.</p> <p>By the Key Stage Two, children are expected to read, spell and pronounce art vocabulary correctly, as well the Key Stage One expectations.</p> | |
| RETENTION | ASSESSMENT | LEARNING ENVIRONMENT | |
| <p>Skills are revisited throughout the key stages.</p> <p>Each skill is recapped at the beginning of each lesson. Each lesson builds on a skill.</p> <p>Further opportunities to develop a skill are provided where necessary.</p> | <p>Assessment takes place at the beginning were children are provided with the opportunity to have a go at a particular skill. Assessment then takes places throughout and end of each module.</p> <p>A final judgement is given at the end of each topic, taking into consideration both the work presented in the child’s scrapbook and their final piece.</p> | <p>In order to support and showcase the development of skill, every time a new topic is taught, the teacher will update the working wall. The working wall will show:</p> <ul style="list-style-type: none"> • Key vocabulary and definitions • Evidence of children’s work • Examples of artists’ work • Artist of the Week <p>Teacher’s examples of modelled skills</p> | |
| SMSVC | <p>“Every child is an artist.” Pablo Picasso.</p> <p>Our aim is to develop children to enable them to become creative, critical thinkers who are able to reflect upon their own artistic choices, as well as those of others. All children will work both independently and collaboratively, expressing and accepting positive comments and constructive criticism about their own work and the work of their peers. Children will know how they can use art as a way to express their ideas, thoughts and feelings, while stimulating their imagination.</p> | | |