



*In the beginning God created the heavens and earth.' (Genesis 1;1)*

*God is depicted as Creator; of making a bountiful Earth teeming with life from nothing. Isaiah speaks of Him as potter with His people as the clay; the work of His hands. Creativity is celebrated.*

*Humans have been blessed with many skills within a unique identity; art allows us to both express this and respond to others with dignity.*

*We aim to learn how to be creative for an audience in expressing and appreciating the God-given unique identity of all.*

At St. Mary's we intend for the aspirational Art and Design curriculum to enable pupils to leave St. Mary's with:

- ✓ The ability to use their first-hand experiences and imagination to select their own ideas to convey meaning.
- ✓ An understanding that art comes in many different forms through knowledge of a range of movements, styles and artists
- ✓ A knowledge of and ability to control a range of media, tools and techniques with the resilience to work towards a final outcome.
- ✓ An enjoyment and appreciation of the visual arts and the way that artists, crafts people and designers have impacted on the world.
- ✓ The personal motivation to be excited about the processes and methods of art as a means of self-expression including personal outlook and values and the ability to make connections between this and other knowledge.

Implementation: How do we deliver the Art and Design curriculum?

- ✓ Pupils are taught key skills and techniques in clear progression as part of a 2-year cycle which builds upon previous learning as stated in the National Curriculum, with learning focussed on composition, comprehension and exploration
- ✓ Pupils are taught to be fluent in the vocabulary of art and design: line, tone, shape and form, texture, colour, pattern and proportion.
- ✓ Pupils are introduced to artists from diverse periods of history, backgrounds and cultures to enhance their understanding of the contribution which art has made and continues to make to society at a local, national and international level.
- ✓ The sequence of learning includes time to reflect on individual creativity; reference is often made and used to art within the RE curriculum; pupils enter the Spirited Arts competition annually as a means of expressing their own spirituality and God-given unique identity.
- ✓ Opportunities for wider cross-curricular links are exploited, thus enhancing the geography and history curricula, for example.
- ✓ Sketchbooks are used from Year 1 to Year 6; with a focus on exploration; the process of art. This exploration encourages resilience; children are encouraged to compare and evaluate their own and others' work, building towards a final piece as appropriate.
- ✓ Art starters ensure children continue to develop key skills and know how to apply these to a variety of contexts.
- ✓ Engagement with local artists and projects for a particular purpose ensures children understand the relevance of art in their local community.
- ✓ At the start of each year all pupils complete a self- portrait which forms part of their individual portfolio, illustrating progression throughout school.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching will enable all pupils to make progress; if appropriate, pupils who show particular aptitude are encouraged to participate in enhancement activities both within school and wider opportunities within the community.
- ✓ Quality First Teaching is enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership. This includes school membership of AccessArt.
- ✓ Art open mornings and community projects e.g. poppies for remembrance enhance community links and encourage partnership with stakeholders.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their Art and Design learning.
- ✓ Pupils will be excited by and engaged with Art and Design and have a resilient attitude to experimentation, invention and the process of creating a final piece.
- ✓ Pupils will have competency and flexibility to adapt their method of working and use of media to a desired outcome
- ✓ Pupils will have made connections within and between subjects and understand relevance to life, culture and identity
- ✓ Pupils will understand the ways in which artistic knowledge and skill can be used to express the self, convey meaning or achieve a purpose for the good of self and others in modern society.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.