



Art at St. Michael's CE Academy



Intent—We aim to....



At St Michael's our aim is to enable each child to develop a meaningful appreciation of the arts.



We strive to broaden their understanding, knowledge and skills through an exposure of different artists, architects and craftspeople.



We aim to promote a balanced, inclusive and progressive curriculum with appropriate cross-curricular links.



All children experience the relationship and links between the arts. These experiences enable pupils to analyse, plan, reproduce and evaluate creative works



We review and update the Art curriculum to ensure it is relevant to the children and that they continue to develop their knowledge and skills



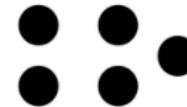
Implementation— How do we achieve our aims?

Art Curriculum

Art is linked to whole school topics where appropriate. It is taught on a two year cycle and includes: painting, drawing, textiles, printing, sculpture and looking at artists. Key vocabulary is shared with children in each lesson and stem sentences provide scaffolding to create an inclusive environment.

Elements of Art

Opportunities are provided for children to develop their knowledge of the different elements of art. This includes: line, texture, value, tone, pattern, shape and space. Children record from direct observation, visual stimuli and their own experiences to create their own art using a range of different mediums and processes.



Implementation continued.....

Variation

Progression of skills- build on what children do each year. Children use a range of different media to meet a variety of expectations and to allow them to choose which media will best suit each creative piece..

Fluency

Children are given the opportunity to recap skills, vocabulary and techniques that they have previously learnt through a series of retrieval activities.

Supporting other schools

We work closely with other MAT schools to share new ideas and discuss what is working well. This provides opportunities to review and update current practices.

Impact—How will we know we have achieved our aims?



Sketch Book tawls



Discuss with children



Pupil voice



Skills progression



Use of art vocabulary



Transferring skills to their own compositions.



Through summative assessments, peer assessment and self assessment

Typical Lesson Structure

Fluency

A selection of retrieval tasks around subject specific vocabulary.

Recap previous learning.

Guided Practice: With input from the teacher through modelling, children are guided through a process, this could be how to use a particular media, a new skill or an evaluative process to critique existing work..

Intelligent Practice: They are then given opportunities to practise these skills and children apply what they have learnt independently.

Review: Opportunities are given to children to evaluate their work.

Staff Subject Knowledge

We ensure that our subject knowledge remains up to date by attending training led by subject professionals. This is also a chance to share practice and experiences with other subject leaders.