

SUBJECT ON A PAGE:

Art

At The Good Shepherd, we equip pupils with the skills and knowledge to interpret our changing world in a creative and personal way.



Intent - We aim to...



Pupils will work with precision and confidence through a carefully planned curriculum. They will use a range of media skillfully and safely.

Pupils will learn about the lives and works of artists, architects and designers throughout history. They will understand how art has been inspired by social history.

Art promotes a strong sense of self-identity in our pupils, personal expression will be central to art teaching.

Our pupils will be confident working individually or collaboratively using a wide range of techniques.

Create a sense of pride in children by displaying their works of art in a carefully curated manner. In sketchbooks and exhibitions.

Encourage children to evaluate their work and the work of others systematically in order to further develop their critical abilities.



Implementation - How do we achieve our aims?

Key concepts for attainment.

At the heart of the Art curriculum are four main Areas for Attainment: Substantive Knowledge, Disciplinary Knowledge (Conceptual and Procedural) and Evaluation.

The Areas for Attainment are applied through 5 artistic concepts – **Draw, Paint, Print, Collage and Sculpt**. Drawing and painting will be taught in every year group with printing, collage and sculpture taught in every phase EYFS, KS1, lower KS2 and upper KS2.



Strong Foundations

The GSA Art and Design curriculum is an integral part of our Early Years environment and learning activities. Children are introduced to a range of media, and they explore with mark-making using a range of implements (including pencils, crayons, paint brushes and printing equipment) with increasing accuracy and precision.

Art in EYFS allows children to explore the natural world around them and to develop a sense of self. Children create visual representations of themselves; objects (such as plants and animals); and environments that are familiar to them.



Every Child is an artist.

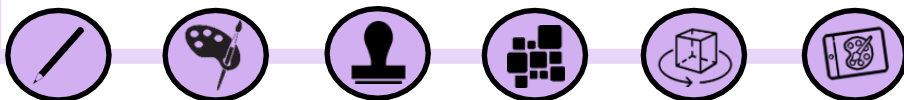
Our knowledge-rich curriculum ensures children are building on prior knowledge and honing their artistic techniques in a way that stand-alone craft-based activities wouldn't allow. Whilst children may still produce crafts (eg. Easter/ Mothering Sunday) these sessions do not form part of the Art and Design curriculum. In turn the confident artists we produce can use their Art and Design skills in other curriculum areas to enhance and communicate their knowledge effectively.

Our Art and Design curriculum builds long-term memory and offers pupils frequent opportunities to be autonomous learners creating unique outcomes that align with our academy's Catholic Mission Values.



Units of Learning

In KS1/2 pupils will complete 3 Units of Art and Design per academic year. Each unit is designed around one of the 5 artistic concepts and last approx. 6 weeks with a 1.5/ 2 hour weekly class. The curriculum is knowledge-rich with both substantive and disciplinary knowledge built upon year on year. Links are made with other subject areas eg. Science, history, PSHE to contextualise learning.





Implementation (continued)



Studying a range of artists

Across the academy children will explore key artists - their background, inspiration and works. In EYFS the concept of an 'artist' is introduced and their work is discussed and replicated.

From KS1 onwards children will learn about great artists, sculptures and designers from around the world, from the earliest artists from pre-history to contemporary artists creating artworks to this day. We know that representation matters, so artists are selected to reflect our diverse academic community.



Using sketchbooks

Pupils will be taught how to use a sketchbook to visualize their initial ideas, research, plan, develop and evaluate their artistic practice. Art and Design is an experiential curriculum – the process is more important than the outcome. Sketchbooks should reflect this aim.



Vocabulary

Within each Art and Design Unit, key vocabulary is taught and used by staff and children. This development of vocabulary will allow children to discuss art confidently with precision. Our pupils are expected to use high-level visual vocabulary in all of their written work in Art and Design.



Clearly structured lessons

Lessons are clearly structured and tightly planned to allow children to rapidly progress. Due to the resource-heavy nature of Art and Design, to maximise exploration time children should be taught to care for the artistic equipment and tidy away.

Explore

Explore key artists, artworks or texts that will inspire the project.

Experiment

Learn and practice the disciplinary knowledge needed for the project.

Development

Develop ideas for own artwork, reproduce famous artworks.

Final Outcome

Use sketchbook drafts to inform final piece.

Evaluate

Critically evaluate own work and the work of others.

Assessment

Formative assessment will be ongoing using timely verbal feedback using the unit's knowledge organiser and whole-class feedback book to inform teachers and pupils of areas to praise and points to improve. Summative assessment will be carried out using the end of phase expectations.

Impact - How will we know we achieved our aims?



Children know more and remember more, developing skills that are transferable across the curriculum such as critical thinking.



Children can discuss key artists/artwork working towards the 4 point model and how these have inspired them and shaped the world we live in.



Children draw inspiration from key artists, artwork or texts, yet expressed themselves in their own way. Children work confidently from observation and imagination. Children understand that art is subjective.



Children develop high levels of competence and technical accuracy. They choose appropriate equipment and use it sensibly.



Children's work is proudly displayed in school – in sketchbooks, classrooms, whole school exhibitions and online.



Pupils will be sensitive to the inner difficulty of the creative process and be able to use feedback to build confidence in themselves and others.