



Art and Design at St Anne (Stanley)

Curriculum Vision

At St Anne (Stanley) we are committed to providing a rich and inclusive Art and Design curriculum through which our children can feel valued and flourish. Our curriculum seeks to provide opportunities for all learners to experience the creative process. We endeavour to enhance our children's creativity through introducing our children to the inspirational work of prominent artists, designers, architects and craftspeople.

At St Anne (Stanley) we seek to provide opportunities for our children to build upon their cultural capital with a focus on developing the language of art and providing opportunities for our children to experience art in our locality. Through Art and Design, we strive for our children to be confident in creating, and engaging with, works of art. At St Anne (Stanley) we endeavour to instil in our children an appreciation for the way in which art both captures and enriches our experience of our world.

Curriculum Intent

At St Anne (Stanley) we support every child to reach their full potential through a progressive, inclusive and creative curriculum in which their contributions are valued and celebrated. We aim to provide a high-quality curriculum which not only equips children with the minimum statutory requirements of the Art and Design National Curriculum but serves to engage, inspire and challenge them.

Through Art and Design, we aim to afford our pupils the knowledge and skills to experiment, invent and create their own works of art, craft and design. At St Anne (Stanley) we value the process of Art and Design as much as the outcome and we endeavour to instil this

appreciation in our children. We want our children to approach Art and Design with confidence and creativity. Our curriculum intends to build on the cultural capital of our children through our focus on knowledge together with our emphasis on building our children's ability to evaluate and analyse creative works using the language of art, craft and design.

At St Anne (Stanley) we seek to provide opportunities for our children to experience art in our locality. The experience of art in our locality takes the form of parent/children workshops in our school, led by visiting artists and visits to local art galleries. At St Anne (Stanley), we celebrate our children's artwork in the community through planned exhibitions, of children's artwork, in local community spaces e.g. St Anne Stanley Church. In key stage 1, our curriculum incorporates our locality through integrating our school grounds into our artwork. In year 2, for example, children learn the technique of frottage through taking rubbings of surfaces on our school playground as the basis of a piece of artwork. In Key Stage 2, our curriculum incorporates the locality through engaging the children in observational drawing in the local area. In year 5, for example, children visit the local area to draw a house from observation.

At St Anne (Stanley), we aim for our pupils to develop skills in the field of Art and Design which they can apply beyond their time with us. To this end, our curriculum is structured in a manner which enables children to learn about a wide variety of prominent people working in the field of Art and Design e.g. inventor Dominic Wilcox. Our Art and Design curriculum is founded in knowledge, we aim for our pupils to know about great artists, craft makers and designers and to understand the historical and cultural development of their art forms.

At St Anne (Stanley), our Art and Design curriculum endeavours to encourage togetherness between school, home, church and the wider community. Art and Design enables us to reflect upon and express our school values, which underpin everything we do. Through Art and Design, we aim to broaden our children's horizons.

Curriculum Implementation

At St Anne (Stanley) we have recently revamped our Art and Design curriculum to ensure that we have a broad and balanced curriculum, together with full coverage of the National Curriculum for Art and Design. Our new framework is structured for a progressive, inclusive and creative curriculum through providing effective progression in skills and knowledge and affording opportunities for all children to reach their full potential. Our Art and Design curriculum engages, inspires and challenges our children. Our children are further challenged by our more-able art club in which higher attaining and gifted and talented children get creative with their developing skills and knowledge.

Art and Design is taught in alternate half terms to Design and Technology either as discrete lessons or within blocks of lessons within the term. Our Art and Design curriculum maintains a clear focus on knowledge and skills. Our curriculum demonstrates clear progression in drawing, painting and sculpture together with a range of other art, craft and design techniques. Progression is also mapped out in terms of the formal elements of art together with skills linked to evaluating and critically analysing creative works.

At St Anne (Stanley) our curriculum is founded in knowledge. Our Art and Design curriculum endeavours to develop our children's knowledge in conjunction with their skills. For example, our knowledge organisers present our children with the key learning for each unit which serves to support our children in remembering their learning journeys. The focus on key vocabulary, included in our knowledge organisers, supports our children to develop the language of art, craft and design. Our Art and Design curriculum further builds upon our children's knowledge as they learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At St Anne (Stanley) our children are encouraged to produce creative work, exploring their ideas and recording their experiences. We value the process of Art and Design as much as the outcomes. For example, our class Art and Design displays showcase the artistic process, through the four strands (research, practice, create and evaluate), together with displaying key vocabulary and prior, current and future learning. Our children's work is celebrated through displays in each class. Planned annual church art exhibitions enable every child from Nursery through to Year 6 to display a piece of artwork for visitors (e.g. parents) to our gallery (St Anne's C of E Church) to appreciate.

At St Anne (Stanley), we endeavour to encourage togetherness between school, home, church and the wider community. For example, visiting artists lead workshops in each year group. This gives parents the opportunity to work with their children in applying their developing Art and Design skills.

The implementation of the Art and Design curriculum is supported by the Kapow framework for Art and Design. In particular, lessons incorporate teacher and pupil instructional videos demonstrating a wide range of Art and Design techniques. This supports all teachers, no matter what their artistic background, to deliver a high-quality curriculum. Our teachers are further supported to develop their subject knowledge and skills through subject-specific training during INSET days. For example, our staff have benefited from training, delivered by art and design subject specialists and advisors, as part of INSET days and curriculum meetings.

Curriculum Impact

During Key Stage 1 and 2, there is formative and summative assessment of Art and Design against the National Curriculum Programme of Study for Art and Design.

Formative assessment of children's learning is an ongoing monitoring of children's understanding, knowledge and skills against learning objectives by the class teacher during lessons. This form of assessment is supported by our lesson plans which impart a clear picture of what is expected of children in each lesson; how children may need to be supported to meet those expectations and how children might exceed those expectations. Formative assessment is used to inform differentiation, support and challenge during lessons.

Summative assessment of children's learning in Art and Design takes place at the end of each topic. Children are assessed against the set objectives, which reflect the National Curriculum, as set out in each topic. Teachers recognise that sketchbooks provide an important insight into skill progress and therefore consider sketchbooks in making final judgements.

Summative assessments are recorded as 'working towards' the set objectives, 'meeting expectations' or 'exceeding expectations'. This information is passed to the Art and Design coordinator who collates and analyses the data for trends regarding different groups of learners including children with special educational needs and children with English as an additional language.

The impact of the curriculum is further measured through the monitoring of teaching and learning in the form of book looks, lesson visits, learning walks and pupil voice.