



The intent, implementation and impact statement for the delivery of the Art curriculum **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for Art

Our intent aims to ensure that all pupils:

1. produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques
2. evaluate and analyse creative works using the language of art, craft and design
3. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for art.

For our intent to be reached all pupils will be able to:

1. produce creative work, exploring their ideas and recording their experiences.
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques.
3. evaluate and analyse creative works using the language of art, craft and design.
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their art education.

The implementation of our Art Curriculum

Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our art progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups. The curriculum has been planned coherently to enable children to become experts in art.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

Art Provision	
<u>Individual lessons</u>	<p>Our Art lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.</p> <p>Within each lesson, children will revisit the prior learning that will have the biggest impact on creating links and gaining success against the current learning objective. Following the review section, new learning is delivered in small steps which are planned progressively throughout the lesson. Within this part of the lesson, concepts are precisely modelled. Within this part of the lesson, we carry out the process of 'I do, we do' to allow concepts to be modelled carefully before the children carry out guided practice. Following this, it is the 'you do' part of the lesson where children practice independently. Finally, the children will then apply their independent practice to create their own complete piece.</p> <p>A key component of each part of every lesson is the teaching of accurate art vocabulary to support the children to evaluate their own outcomes as well as the work of others.</p>
<u>Inclusive art provision</u>	<p>We have an ambitious art curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year groups programme of study and support is provided to all the children to gain mastery over new concepts through the accurate, intentional deployment of resources (adult support and media). Our coherently planned curriculum will be used to ensure the learning is pitched accurately for all children therefore allowing all to be included in lessons to access new learning.</p>

Assessment

The accurate assessment of children's substantive and disciplinary knowledge is critical to ensure all children have the required knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each aspect of the art curriculum.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: For each art unit, the children will create an independent piece as an end of unit assessment. The assessment allows teachers to identify any gaps in the children's understanding. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

Desired Impact of our Art curriculum

Evidence of substantive and disciplinary knowledge

Pupils can articulate what they have learnt and have the confidence to apply their disciplinary knowledge to create outcomes using explicitly taught techniques independently. In addition to this, pupils acquire and use the vocabulary taught precisely.

Outcomes

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group as identified in the knowledge set out on the progression grids. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.