

Church Hill School Art Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

The teaching and implementation of the Art and Design Curriculum at Church Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The National Curriculum for Art aims to ensure that all pupils:

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

Art is taught in an active and practical way,

Explicitly teach new vocabulary which is modelled and visibly displayed, and expect children to use this accurately. Vocabulary is set out in the unit glossaries. To use skilful questioning to promote deeper thinking and check and secure understanding.

Provide all pupils with regular opportunities to create unique and creative outcomes. After learning about a particular artist, children will invest time in developing their arts skills in that area, with a clear progression of skills seen in their sketchbooks. At the end of the unit, children will plan and create a final piece of art in the style of or inspired by the artist and reflect on the skills they have developed throughout the unit. Regular opportunities to share their creations with other members of the school are present.

Art learning is recorded in sketchbooks across the school and should typically evidence all four stages (Generating Ideas, Making, Knowledge and Evaluation). We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use,

The Art Subject Leader completes the following activities to ensure that Art is implemented in line with our agreed approach and that pupils are achieving well in this subject:

-Book Looks

-Shared planning

-Learning Walks and lesson observations.

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class. Collaborative work in Art develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.

visits/trips/workshops

developing experts

*participation in
national science
events/days of
significance*