

Art Strategy

LEIGHTON PRIMARY SCHOOL

SUBJECT LEAD	J. Pateman & D. Onigbanjo
ADOPTED BY GOVERNORS	SUMMER 2023
REVIEW TIMETABLE	Annually
RENEWAL DATE	SPRING TERM 2025

1. Subject Rationale and Aims (Intent)

At Leighton Primary School, we believe that Art stimulates creativity and imagination. A high quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

Aims

- To enable children to become visually literate and understand that art is a form of communication.
- To nurture and encourage creativity, acquire and develop a range of skills and techniques.
- To develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing.
- To enable children through observation to learn about the world around them.
- To enable children to become independent in the planning and reviewing of their work.
- To enable children to develop their full potential confidently and independently.

2. Implementation

At Leighton Primary School, we understand the key aims and objectives of the curriculum, as well as the specific skills and knowledge that students should be developing at each key stage. There should be a clear progression of skills and concepts to cement knowledge already gained and challenge our children. We have a scheme of work which outlines the art topics and techniques that will be taught in each year group. We plan and deliver engaging and challenging art lessons that help students develop their skills, knowledge and confidence in art.

Early Years and Foundation Stage

In EYFS, we encourage the children to discuss and describe their artwork. They learn how to shade, blend colours and add items to paint to make textures such as sand, grit, salt, rice, cous-cous and other food stuffs.

Key Stage 1

In KS1, we encourage our children to become more competent, greater detail is shown, techniques are improving and there is evidence of greater control. They can use simple painting software to edit and manipulate photos. The children use different techniques to create effects such as spattering, stippling, dripping, pouring etc. Using language appropriate to skill and technique is encouraged.

Key Stage 2

In KS2, we can draw and shade 3D shapes with some success and have a basic understanding of how shading changes with light sources. We draw detail, texture, pattern. Look at the drawings of famous artists, study and discuss them. Investigate how artists create mood and feeling in their work. Pupils gain experience in using collage using different media as an art form. Pupils should try to fairly appraise their own work and understand how to improve it, accepting feedback from other pupils.

3. Assessment in Art

Assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that knowledge and skills are developed and progress made in the area of art. At the end of each unit, pupils from Y1-Y6 are assessed against criteria in the progression of knowledge and skills document, as well as the end points identified on the curriculum map.

Pupils are assessed against the criteria of the curriculum using a 4 point scale. Those achieving above age-related expectations are assessed as a 4; those meeting age-related expectations as a 3; those approaching age-related expectations as a 2; and those well below age-related expectations as a 1. Formal assessments are recorded termly by teachers and reported to parents at the end of each year.

The class teacher also evaluates each pupil by....

At Leighton, displaying pupils' work also plays a positive part in the appraisal of art in the school; this gives it value and reminds pupils what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways pupils may have responded to the teaching of the unit. Thus, the public display of art of each year group demonstrates the sequence and development of what has been learnt across the school.

4. Monitoring, Evaluation and Impact

We monitor, evaluate and recognise impact in art through the children's sketchbooks. These follow them through the school journey. This helps them to record their observations, use them to review and revisit ideas and improve their mastery of art techniques including, but not limited to, drawing, painting and photography.

The broad range of media the pupils use to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each topic or artwork undertaken. Pupils understand and can clarify to others what art is and the importance and value of studying it. They can explain to others how they are progressing and what they can do to improve in the subject.