



## Trevisker Primary School Curriculum Overview for Art

Subject Lead: Miss Robinson

### Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker we believe every child is an artist. We empower children to believe they themselves are artists by equipping every child with the knowledge, skills and techniques to apply whatever they can imagine. We strive to expose our children to a wide range of art produced by artists from a variety of different cultures, points in time, gender and ethnicity; as well as style and medium. We believe the art and artists studied at Trevisker will have a positive impact on our children and inspire and influence their own, unique style. We strive to inspire children to explore their style through a variety of medium and record their own experiences through creative work. In addition, we plan to empower our children with the confidence and knowledge to evaluate & analyse their own work, as well as that of their peers and famous artists through the sketch book approach.

### Planning

Across the school, we use the National Curriculum as a basis for planning Art. Art is planned and taught by class teachers, as well as specialist support staff. Knowledge and skills are progressive, with teachers referring to the 'Art Progression of Skills' document to inform planning. Staff input their long term plans for Art into the whole school 'Art Yearly Planning Overview' document, to ensure all staff are aware of the knowledge and skills children are being taught in each class, as well as the famous artists which are being studied. This enables teachers to compare and contrast the works of artists previously studied, with their current focus artist.

### Delivery

We strive to keep up to date with recommended resources and schemes to support effective teaching and learning, such as the use of sketchbooks. Sketchbooks are a safe space for pupils to respond to stimulus using their own creativity, and promote experimentation with style, design and technique. Pupils feel a sense of pride and ownership in their sketchbooks which represent their journey of artistic discovery across their schooling. Knowledge of various techniques and skills are revisited and experimented with often, throughout the artistic process. Famous artist's works are frequently revisited and compared/contrasted with the work of the

current artist studied, giving the children a wide knowledge of art and artists which inspire and influence the children's own unique artistic style. Pupils become skilled at reflecting upon their own artwork and implementation of artistic skills, and do this through both discussion and annotation of their ideas. Children are involved in peer assessment, as well as self-assessment, where pupils discuss what they love about each other's work and what they feel could be improved upon and why/how. This may be a subjective opinion (as art can never be 'wrong'), or a next step in the use of a tool or technique. Key vocabulary is introduced, displayed and revisited and children are given the opportunity to use this during each lesson.

## Assessment

At Trevisker, we use ongoing formative assessment in Art to inform our planning, teaching and learning. In Art, children reflect upon their own work and use of technique, as well as those of their peers, to evaluate their strengths as well as areas to work on (next steps). The Otrack assessment system is used to input, monitor and track progress and attainment across the school.

## Monitoring and evaluation

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support. The school leadership team supports in this and any outcomes inform the action plan and school improvement plan and any future priorities.

## Connectivity – how it links to other subjects

Wherever possible and appropriate, connections are made between other subject areas to promote engagement and make learning as meaningful as possible for our children. Art is often used to embed learning through a different medium, in most other subject areas. PSHE and art go hand in hand as art enables children to express themselves, their emotions and their experiences through artistic creativity. Children's self-efficacy in drawing was promoted recently during a whole school art project based on the book 'Ish'. This showed the children's creative ideas and techniques were valued, as well as promoting a sense of belonging to the school collective post lockdown. Art also has strong links with Design Technology. Both subject areas call for the children to use their own creativity to design a piece, as well as applying knowledge and skills learnt across the two subject areas.

## Visits, visitors and extra-curricular activities

Experiential learning is at the heart of everything we do at Trevisker. As we move forward after the impact of Covid, we are starting to resume our trips and visitors into school to enhance our curriculum. Furthermore, an extra-curricular Art Club will take place weekly.

## EYFS

Art is an integral part of learning and development in EYFS, allowing the children to express themselves and their experiences through their own creativity. Specific skills are taught discretely; which children can then apply independently with a range of media & materials accessed through the continuous provision. Children's art is valued with best efforts of child

initiated art displayed on our art gallery wall in the classroom. The process of creating is celebrated just as much as the final product, with both finished pieces and careful experimentation with skills, such as colour mixing, being displayed on the gallery wall.

### Use of ICT

To enhance teaching and learning iPads are available to research artist's works. Children also have access to cameras to incorporate photography into their pieces or to take a photograph to aid their observational drawing skills.

### Staff Professional Development (CPD)

This is a particular focus this academic year and all staff will be involved in curriculum development in order to enhance teaching and learning in this subject area, and also in professional growth plans. Training courses are provided both within the Trust and wider in order to keep up to date with new guidance, resources and ideas.

### Budget

The Art budget is managed by the SLT along with the subject lead and the Local Advisory Board. Spending is focused on enabling successful delivery of the subject and fulfilling the subject action plan.

### Governance

At Trevisker, each LAB member is linked to a curricular area and meets with the subject lead to review action plans and agree focus points for discussion and for learning walks. The subject lead will compile a presentation to update the link LAB member/governor on how Art is developing across the school.

### Art in Action!



Independent experimentation with colour mixing in EYFS

