

I N T E N T	<p><i>Our vision for our children as artists...</i> All children will have the confidence to draw and to be adventurous within observations, memory and imagination. Through the spiral curriculum children will experience a wide range of art techniques, including developing ideas, mastering techniques and taking inspiration from the greats. They will revisit these techniques throughout the year focussing on different art mediums within these cycles in order to develop independence, initiative and originality which they can use to develop their creativity each time the technique is revisited. During the termly Take One Picture all children will develop an impressive knowledge and understanding of other artists, craft makers and designers. The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. With this ethos in mind children will develop a passion for and a commitment to the subject.</p>
I M P L E M E N T A T I O N	<p><i>Our journey...</i> At the start of our art development journey in 2018 we followed the Chris Quigley ‘Awesome Art’ planning format. After some reflection on this structure we came to realise that this wasn’t an effective planning scheme as there wasn’t enough emphasis being placed on building and developing specific art techniques and skills. Therefore in 2019 we began to plan and develop the art curriculum again. We wanted to ensure an in-depth coverage of a wide range of techniques, mediums and artists were being met and explored by all children. We wanted all children to think and act like creative practitioners by using their knowledge and understanding to inform and interpret ideas, observations and feelings. Furthermore, in 2021 we reviewed our long and medium term plans again. We wanted there to be a stronger focus on mastering techniques and being able to use artistic vocabulary to support their learning and creative expiration. We aim to develop a confidence with the children in exploring different mediums and allowing them to have the opportunities to apply these skills during a ‘Take One Picture’ week.</p> <p><i>In an art lesson, this is what you will see...</i> Children are taught in three groups; key stage one and lower and upper key stage two. Throughout the year the children will have opportunities to master techniques using different mediums; <i>painting, collage, sculpture, drawing, print and textiles</i>. Across the two year teaching cycle, children will have the opportunity to explore these mediums twice, which will allow children to build their confidence and techniques within this. Moreover, these yearly cycles differ by the use of techniques and artistic vocabulary that the children will develop and learn. For example, in a key stage one lesson, the focus technique may be using paint as an artistic medium. However, this progresses from cycle one, where children explore this medium through the use of tones and tonal wheels, to cycle two, where they may explore the use of secondary and primary colours on a colour wheel. This creates an opportunity to build and develop artistic vocabulary and allows the focus to be on the mastery of artistic mediums which will be seen to progress throughout their school careers. All children create sketchbooks to record their observations and use these to review, revisit and improve their techniques and skills they have been developing</p>

	<p>throughout the year. Once a term, all children – during a whole school project – will delve into an in-depth Take One Picture project. This will include cross curricular aspects where all children will have the opportunity to study a wide range of artists and skills from different cultures and periods throughout history.</p>
<p>I M P A C T</p>	<p><i>We know our children are achieving because...</i> Children will be able to talk about their artwork using artistic vocabulary, and all children will have the confidence and knowledge to create something using a specific medium. The children will also be able to see their own progress as evidenced in their sketchbooks. We encourage children to treat their sketchbooks like journals and track their thoughts and learning in a format that they like to use, for example, using thought bubbles or bullet points. This enables children to be critical of their own work, highlighting their own next steps. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity. Feedback given to children is through peer and teacher observations either verbal or in the form of post-it notes. After the Take One Picture project teachers will produce a summative assessment by completing a subject assessment grid, showing children's attainment in the following four areas; generating ideas, making, knowledge and evaluation.</p> <p><i>If learners need support we have these systems in place...</i> Through the use of the spiral curriculum method, children are able to revisit specific artistic techniques and mediums throughout their primary school career. This enables children to consistently re-apply their understanding and track progress. The class teacher is also encouraged to keep a sketchbook of her/his own. This promotes the use of high expectations and gives the teachers opportunities to model practises effectively and at the time of learning.</p>