

St Francis of Assisi Catholic Primary School Art Vision Statement

Intent

At St Francis of Assisi, we believe that art is a vital part of children's education and, as such, it plays a significant and valuable role in the taught curriculum, as well as in the varied enrichment opportunities we offer our pupils. We aim to provide a rich and broad Art curriculum which will nurture our children's curiosity and will enable them to have a life-long understanding and appreciation of artistic traditions.

Our curriculum has been designed to develop practical skills, creative approaches, critical abilities and an understanding of their own and others' cultural heritages. We want our children to be enthusiastic and engaged, with the knowledge, ability and confidence to experiment and create their own works of art and design. Our pupils will be taught how to be critical thinkers, express their ideas and to develop an understanding of the significant art forms that have shaped our history and culture.

Implementation

Planning and Delivery

Approach

Our Art and Design Curriculum gives opportunities for children to express their creative imagination as well as practise and develop mastery in six cyclical key art processes: drawing, painting, sculpture, printing, textiles and collage. Skills are modelled and explicitly taught; techniques, materials and tools have been carefully selected at each stage to provide age-appropriate experiences. New learning is designed to build on prior knowledge and extend understanding. See [Whole School Art Progression Map](#).

Skill acquisition, creative expression and critical appreciation are all underpinned by the exploration of the work of key inspirational artists from throughout the centuries. See ['Artist Roadmap'](#). By carefully sequencing learning objectives across Milestones, pupils are also able to revisit familiar artists for new purposes, thus enabling them to retrieve prior knowledge and extend their understanding of specific key developments in art history.

Subject-specific vocabulary is explicitly taught and pupils are actively encouraged to use correct terminology when discussing and evaluating their work or the work of others.

In Art, as elsewhere in the curriculum, we follow the St Francis Teaching Backwards approach which is underpinned by 'Our Creative Curriculum' overview, which in itself is based on evidence from cognitive science.

As in other subjects, wherever possible the Art curriculum aims to make strong and meaningful links with themes or concepts within Art itself – such as Colour - or between Art and other subjects – for example, History.

Learning is consolidated and encouraged to 'stick' by providing regular opportunities for retrieval practise; PoP (Proof of Progress) tasks; spacing new knowledge; making connections; applying, explaining and justifying; by using sketchbooks to record and explain learning.

Progression

As children move up through the school, they revisit knowledge, skills and concepts previously taught, and build upon this prior knowledge with new learning. The curriculum has been sequenced so that they continue to develop mastery of drawing, painting, sculpture, textile, collage and print techniques and associated subject-specific vocabulary, enabling them to express themselves creatively with increased aptitude.

Our pupils organise their knowledge, skills and understanding around the following key concepts:

- Developing ideas
- Mastering techniques
- Taking inspiration from the greats

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language. Art content is aligned to curriculum topics although skills are taught discreetly; for example, whilst studying Morocco as part of the Year 4 'The Sand Beneath Our Feet' Need, Greed & Glory Milestone 2 topic, children explore the role of repeat pattern in Islamic Art. They retrieve knowledge of Roman mosaics and Celtic knots from their Year 2 topic and they learn how to design their own Moroccan tile patterns using Islamic art as a stimulus. They create block prints of increasing complexity, using a variety of tools and materials, with links to work on shape and tessellation covered in Maths. In Years 5 and 6 they then build upon this knowledge, understanding and skill acquisition when they learn about Gothic revivalist decorative art in the Houses of Parliament during the Victorian period, studying Owen Jones and Augustus Pugin. This links back to William Morris patterns on natural forms which they would have covered in Year 1 as part of their 'Victorian homes' topic.

Progression in the Art curriculum has been carefully planned throughout all topics, enabling children to build strong schemas of knowledge with which to draw upon to inform their own artwork and to make sense of what they observe in the art of others.

Challenge

Teachers use children's individual starting points to provide challenge activities and learning, in line with our 'St Francis of Assisi Teaching Backwards Approach' and our [FACE](#) model of Teaching and Learning. Rubrics are often used to share learning objectives with pupils, providing them with choice and challenge, and the opportunity to assess their learning against an agreed set of criteria.

Challenge opportunities are relevant to all learners, not merely the 'high achievers'. Any pupil can be challenged to demonstrate or explain a particular skill to others. Any pupil can benefit from the challenge of having a particular skill deepened by encouraging repeated practise of a small focus area.

Encouraging children to experiment with new approaches, materials or tools, and to take risks with their art and to appreciate the opportunities that mistakes and failure offer, are all opportunities for challenge.

When discussing works of art, either their own or others, teachers use probing questions and encourage children to find links, to use appropriate vocabulary, to justify their thinking and to find evidence to back up their opinions are all ways challenge can be built into learning.

Enrichment

Art is enriched wherever possible through cross-curricular links, through worship, RE, literacy, maths, humanities, science, music and drama opportunities; through visits to exhibitions and galleries; through visitors, such as visiting illustrators; through school clubs. Artistic displays in classrooms and around the communal areas of the school showcase children's work, resulting in a visually rich school environment which is regularly commented upon by visitors. In addition, as a school we hold an annual Art Exhibition that is part of the Norfolk and Norwich Open Studios event, giving families and members of the local community can view work that the children have produced. St Francis is also involved in local art projects and initiatives which aim to raise the profile of the cultural arts and give opportunities to young people.

For those children in receipt of Pupil Premium, we make it a priority that they get to experience some of the art experiences on offer in our locality, such as free access to school art clubs and visits to the Sainsbury Centre. In giving all our children access to enrichment opportunities and experiences, we aim to foster a desire in them that they can take their artistic experience beyond school.

Impact

Measuring Impact

Following the explicit, modelled teaching of specific Art skills and vocabulary, using WAGOLLS and inspiration from artists and craftspeople where appropriate, learning is continuously assessed by both pupils and adults throughout the lesson. We measure the impact of our Art teaching by using assessment tools such as rubrics, success criteria, POP tasks, 'Exit' cards and providing opportunities for pupils to discuss their own work and the work of others: this evidence of children's learning enables teachers to close the gaps in pupil's knowledge or skills, by amending planning or revisiting or interleaving knowledge, or through adaptive teaching and/or flexible groupings. Sketchbooks are used continually and are passed up to the next class at the end of the year so the impact of the teaching and learning of Art is visually recorded.

There is an annual moderation of work across classes, Milestones and Key Stages against agreed standards.

There are annual summative judgements based on Skill and Creativity, handed up to the next class teacher and recorded by the Art Lead for monitoring and reporting purposes.

The Art Lead takes responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum and report to the Senior Leadership Team, the Governors and The Trust.

Outcome Aims

We aim that all pupils leave St Francis of Assisi having made excellent progress in their practical ability, knowledge and understanding of Art. We aim that any misunderstandings or gaps in skill acquisition, creative confidence or critical thinking are proactively identified by teachers and subsequently planned for. We aim to create art-literate pupils who are able to discuss works of art knowledgeable and express their own personal preferences confidently.