



Art Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

Our Art curriculum (based on the National Curriculum 2013) provides a clear and comprehensive scheme of work that shows progression of skills across all key stages within the strands of Art and Design. The children are given an opportunity to explore, experiment, plan, make and evaluate through our 5-Step Sequence:

- **Explore-** The children are exposed to a variety of diverse artists, architects, designers and craftspeople. They use the artist's work to learn from and become more proficient at critiquing it.
- **Experiment-** They are able to experiment with a wide range of tools and techniques involving drawing, painting, printing, 3D form, textiles, collage and digital media
- **Plan-** The children use all of their previous learning to plan their own pieces but still allowing their own creativity to impact on their final piece.
- **Make-** Using the skills they have learnt in the experimentation stage, children make their final piece.
- **Evaluate-** This takes place throughout the process and children will need to adapt and celebrate what is going well/not so well. They evaluate their final piece, comparing to other's work and suggesting improvements.

The Catholic Social Teaching (Caritas in Action by Diocese of Salford) is evident in the range of artists that we study across the school as the children are exposed to a diverse range of artists; chosen specifically for their culture, gender and faiths. This opens children's eyes to the world in which they live, both locally and worldwide, and that any single one of them could use their talents in the way that our focus artists have done so.

Sketchbooks are used throughout the process for children to explore and build a repertoire of ideas. KS2 children are also encouraged to see their sketchbook as a working journal. Artists are invited into the school to share their own sketchbooks, so children can see this process first hand.

Teachers make a professional judgement whether a particular topic in art should be taught weekly or as a block (e.g. over a whole day.) School trips contribute to the children's awe and wonder in art and provide a rich experience for the children. Children are always encouraged to sketch and make notes on school trips as a record

of their experience. After-school art clubs and community projects also add to the richness that the children experience.

The Art and Design subject leader is responsible for monitoring activities through book reviews, planning reviews and lesson visits. This ensures that consistency and progression are evident throughout the school. When planning, teachers are expected to differentiate lessons; considering the support needed for vulnerable groups of children, (e.g. adult support, peer support, more visuals and the resources provided,) as well as challenge pupils. By being in tune with all of the children's learning and application of skills, we endeavour that children will produce the best possible artwork for themselves as individuals, coupled with the high expectations of the adults working with them.

Staff work in phases and support one another with planning and ideas. They are able to see the sequence of learning across other year groups by looking at the whole school 2 year-cycle. This also shows the artists, designers and crafts-people that are studied to ensure there is no repetition throughout the school. The school's Art Lead supports all staff with all aspects of Art; planning, sketchbooks, teaching and learning, artist focus, confidence, skills and ideas. Governors are invited into school to see art lessons taking place and to communicate with the Art Lead regarding the subject.