

Personal Development at William Booth

What have we been doing towards Artsmark at William Booth over the last two years?

During this time, we have implemented the Transform Trust art curriculum, where each unit focuses on an artist from a range of different backgrounds, so that **all children can feel represented**, included and have a sense of ownership. Prioritising our school environment to promote a love of arts and supporting a local business was also important to us, and becoming a member of the Gedling Play Forum not only enabled us to **support a community project**, but we were also able to get some wonderful and affordable resources which we were also able to share with some of our families. We used these resources and a small amount of our budget to make up art prizes and packs that we used as raffle prizes during our school art events. Using these - as well as cakes that were donated to us from contacting local businesses - enabled us to **raise funds for future school art projects**. These are just some examples of what we have completed over the past two years towards our Artsmark. Please speak to Miss Holmes (Art lead) if you would like to find out more!



What is the impact?

One hundred percent of our grown-ups attending our events said that they would visit our events again. Comments from grown-ups included *“seeing how proud the children were and the happiness it brought them to show what they had done”* and *“we were really impressed with how much the children have been taught as the children were inspired by different artists and you could see progression in how the children represented themselves”*. Pupil voice told us that there was an improvement in the children’s artistic vocabulary, as the children made comments such as, *“we learn about sketching, pencil pressure and line movement”*, *“we add more pressure to make things darker and we practice texture and patterns”* and another child said, *“we are learning about Picasso and how his faces are different to real life faces, he puts the features in the wrong order”*. Hearing the children make progress with their artistic vocabulary does not just tell us that we have achieved our outcomes, but we have really exceeded them.