



## Subject on a page - Art

### Intent Statement

At William Booth we want every child to work towards their own creative potential and to provide the children with the opportunities to develop and extend their skills, and express their individual interests, thoughts and ideas. Skills and knowledge are taught but it is the experience of making art that we value the most. This means lots of practical activities and enabling the children to develop their own ideas in their sketch books. We believe in exposing children to as many materials, techniques and concepts as possible so every child can find their creative voice. Experimenting is key in EYFS and year one, and so children are given the opportunity to explore, investigate, and handle the different media to see what they can do. As they move up through school, children continue to investigate and experiment, but specific skills are taught to help them build upon their art skills further. By the time the children leave year six we aim to have offered a wide range of creative experiences which ensures every single child has found an aspect to talk about art which appeals to them so they feel like their creativity is being developed. We hope the knowledge they embed at William Booth will enable them to develop a lifelong passion for creative expression, enhance their well being and develop many skills for their future careers or interests.

### Implementation: Scheme

At William Booth we follow the Transform Trust Art curriculum and teach Drawing and sketching, Sculpture and Painting and colour.

The curriculum follows a set structure which allows children the opportunity to recall prior knowledge, practise set pieces explicitly, discover an artist's work and find their artistic voice.

### Implementation: Resources

Curriculum coverage document

Art resources accessible to all. These are restocked and updated regularly.

Access art- a valuable resource where staff can build on their own subject knowledge.

Sketch books follow the children throughout their school journey.

### Implementation: Curriculum links

Through creating a culture where 'everyone is an artist', each child has the freedom to experiment, develop, reflect and importantly, progress. Only where appropriate, final outcomes will link in with the curriculum theme.

### Implementation: Teaching and Learning approach

Art is taught in a cohesive way across all year groups, with both knowledge and skills built upon in a progressive manner. We take care to ensure that, each year, the children build on previous learning and enhance their skills, enabling them to upskill and progress to their full potential.

We run several art galleries throughout the year where children can share their work with their parents and carers.

We are committed to ensuring there is diversity in the artists that we cover and wherever possible the curriculum includes engaging with local artists or opportunities to experience art in the local community.

### **Implementation: Environment**

Our environment reflects our love of art, it is not just in our classrooms but throughout our school.

Art is celebrated during our whole school galleries which are organised by our art ambassadors.

### **Impact: Evidencing**

Showbie, final piece and sketch book looks take place in the spring term to monitor what is being taught and the impact it is having. Pupil voice also plays a part in this monitoring. The art lead also has regular conversations with children and staff to talk about their art learning, and to see how we can develop our art lessons in the future. Staff meetings are delivered in response to any CPD needs or adaptations of the curriculum.

### **Impact: Assessment**

We aim for our assessment to be a positive guidance for improvement and to promote and improve learning by providing children an awareness of their personal development over time. Subject evaluation takes place in the spring term by the art lead to monitor what is being taught and the impact it is having. Sketch books follow the children from year one to year six, and the children are encouraged to reflect on their own learning.

### **Implementation: Feedback**

When giving feedback we aim to promote not crush creativity, and we are looking for creative growth of the individual. Therefore, we aim to assess the children's work and give feedback by encouraging the children to assess their work in the same way artists assess their own work and that of others- discuss it, debate it, encourage each other, promote it, support it and challenge ourselves to improve. This involves dialogue, talking, showing and sharing our work, not just at a point of final outcome but throughout the process.

### **Implementation: How groups are supported**

**(SEND, GDS, PP, disadvantaged, EAL)**

Art ambassadors support learning in all year groups

Quality first teaching strategies to support all learners

Teaching different types of art enables all children to find their own creative potential

Effective questioning enables children to think on a deeper level and reflect on their own art learning and creative journey

### **Impact: Subject Evaluation Process**

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)