

<u>Subject Art</u>  <u>Subject Lead: K. Wakefield</u> <u>2025-25</u>	Subject Intent: What is Art and how do we approach this subject as a school? At St. Columb Major, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our cultural capital shows that many children do not have the resources and media at home to draw, paint or make things. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. Art contributes to children's personal development in creativity, independence and self-reflection. It also enables them to create careful work with perseverance which links strongly to our school values. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire the work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.			St Columb Major Academy School Priorities: 1. <u>Culture:</u> To embed, model and promote the school's rules and values in both the school environment and out in the community; developing the understanding about behaviour needs and positive ways to support these. 2. <u>Curriculum:</u> To implement and embed mixed-age planning and new rolling topic plans for all subjects; ensuring clear progression of learning tasks and vocabulary. 3. <u>Pedagogy:</u> To embed the Core Habits across the school for teaching in all subjects; ensuring consistency of practise, with particular focus on the teaching of Maths, Reading and Writing in order to ensure the best outcomes for all groups.
Teaching Key skills prioritised including specific artistic techniques and terminology, Knowledge Organisers in place Sequences of teaching and learning built for each component (built on prior learning and assessed with an initial activity) Reflective practise building on previous experience- I do, we do you do. Strong focus on discussion and building language skills.	Personalised Learning Quality First Teaching Variety of ways of recording outcomes including cross curricular links- eg: Literacy/Music/Science. Adapted Learning to meet needs of learners using strategies for SEN grid. Groupings and seating within class Focus on individuality and creativity.	Resources Books Key stage Art objectives Use of resources, models and images including real life works of art Visits/ weblinks with key figures of knowledge or experience. Local environment. Visitors with specific skills, styles or focuses on techniques.	Cultural Capital First-hand experiences Wide range of visits, including a local galleries. Eg: Dick Twinney Y3. Art competitions each half term Artistic awareness developed through: - Exploration of how previous artists created their work. - Promoting understanding of where/how/when Art was created and how this affects the people of that time.	Assessment Formative assessments by all adults in all lessons to reframe learning (if required) Marking of learning Initial Elicitation Tasks Summative assessments on end of term subject grids (R-A-G) to reflect attainment of the class as an overview and to identify gaps.
Inclusion - SEND Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Adapted learning IEP Targets SEND document – support pupils to access history	Curriculum Scope and Progression Exceeds the requirement of the NC through: - Opportunity for artistic creation - First hand experiences - Creative planning Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning. Revisit KIRFS to fix learning in long term memories.	Working as a Artist -Collect and evaluate art. -Identify sources of artistic inspiration -Ask and answer questions about artistic techniques -Analyse Art from different creators. -Develop curiosity -Linking to what they already know. -Questioning validity and plausibility. -Being able to explain their reasoning.	Monitoring Formative and summative assessments Book Looks Learning Walks Pupil conferencing Analysis of KIRFS Monitoring of units written in Knowledge Organisers. Study of KIRFS for each year group. *Assemblies presented by subjects to highlight and promote the subject. Aspects to focus on careers as a artist.	Outcomes Revisiting key aspects of learning from the previous year. Teachers aware of the children's strengths and weaknesses, gaps and topics taught. Reflects on units taught so far and success in each class in understanding through assessment. Focused on the learning required to achieve the composite in each unit and how the lessons build to this achievement.
Disadvantaged Pupils Quality First Teaching Planned additional support from adults (and as required) Planned interventions as required	Transition Information and data sharing with class teachers Links with secondary school to share information Open evenings and afternoons, visits by secondary school staff. Investigate how Art is taught at secondary.	CPD Art Leaders – termly meetings with Kernow Learning Art leads. Personal investigation of current issues and thinking in the teaching of Art.	Strengths High impact activities including trips, visits from key experts and creative teaching strategies. Development of creative focuses throughout the school to assist with techniques.	Next Steps Investigate implementation of how specific components of each Art lesson build for the children in the classroom. How is Art being assessed and how each year group are achieving? (Assessment)

			Long Term planning building on knowledge, understanding and key experiences.	Implementation of mixed age planning-review and support teachers where required
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