



Intent

'Create like an Artist'

The Art curriculum at St Aloysius' offers a broad and engaging curriculum with God at the centre, reflecting on prior knowledge and putting learning in the context of extending their own knowledge and growing closer to God.

Key knowledge and skills objectives are structured from Early Years to Year 6 with a focus on building upon prior knowledge and developing our pupils to 'create like an artist'.

Art topics are introduced to pupils each term and prior knowledge of the topic is assessed through a pre-topic assessment. Pupils are then given opportunities to practice and deepen their Art knowledge.

Implementation

Staff have worked collaboratively to review the Creative Catholic Curriculum and ensure progression of knowledge and skills and coverage of National Curriculum objectives. This is mapped out in the whole school integrated units and in whole school overviews referring to the National Curriculum objectives.

The Art subject leader has created knowledge and skills progression maps for the subject area. These are central to the planning process and form the basis of Art topic overviews. Artwork is created and displayed visually from Early Years and Key Stage 1. Key Stage 2 Pupils are given sketchbooks, which they use and carry through from Year 3 to 6. These books showcase key skills learned and vocabulary, which are shared with parents throughout the Year and during work sharing events.

Prior skills are displayed in sketchbooks for the start of a topic. This forms a baseline assessment and teachers are able to adapt their plans based on this. At the end of a topic, children create knowledge pages to demonstrate knowledge and skills that have been learnt and remembered. This is used as additional evidence to support teacher judgements in Art assessments.

Teachers plan creative and engaging lessons which focus on knowledge and skills in the Art National Curriculum mapped in the progression document for their year group. Key vocabulary is displayed in the classroom and referred to in lessons.

Where possible, teachers plan for visits and visitors to enhance the Art curriculum provision and to provide real-life experiences for pupils. Work is recorded in a variety of ways through use of ICT, drama, written tasks and illustrations and timelines. Where appropriate, key vocabulary and knowledge is revisited through 'retrieval and practise tasks' and at the beginning of subsequent lessons.

Impact

At the end of each Art topic, children create a knowledge map of the area covered. Teachers use this and their formative assessment throughout the unit to give a judgement of 'working towards', 'expected' or 'greater depth' for the knowledge and skills demonstrated across the unit.

The Art subject leader and senior leaders monitor the data provided as well as a sample of the sketch books (summative) alongside topic books (formative). They also look at topic overviews and knowledge organisers and the yearly skills progression maps to ensure coverage of skills and knowledge.