

Rosebrook Primary School Art One Page Overview

Intent	Implementation	Impact
<p>Core Purpose:</p> <p>“Art is not just a subject you can learn but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake</p> <ul style="list-style-type: none"> At Rosebrook Primary School we aim to engage and inspire children through our teaching of art. We want to create an environment where our pupils are able to explore their ideas and express themselves creatively, using different media. Our children will have the opportunity to become proficient in a range of techniques such as; drawing, painting, printing and sculpture. It is vital that they are taught specific language and vocabulary to enable them to talk about pieces of art work (their own and others’), learning the skill of evaluating and analysing. We want our pupils to be inspired by the work of great artists (those well-known internationally or locally) from different time periods and from different cultures. It is important that our pupils learn that successful artists can come from any background, race or gender. Where relevant, Art will be interwoven within the current topic being taught to offer opportunities of greater depth, but made explicit which subject is being taught Class teachers will plan from the Art progression document to ensure the correct skills and knowledge are being taught and prior learning is the starting point. 	<ul style="list-style-type: none"> Teachers plan using the Art progression document Art to be taught each term (linked to the overarching topic, if possible) Children will be shown internationally and locally renowned artists work from different cultural heritages Sketch books are to be used to ensure the build-up and development of skills Termly planning will focus on one of the following aspects – drawing and/or mark making, texture and form or working with colour Whole School and/or Trust Projects will be offered linked to specific foci <p>Assessment</p> <ul style="list-style-type: none"> Evidence available in sketch books and floor books Questions are asked by both adults and children to guide how the lesson/sequence of lessons moves forward Key performance indicators identified and tracked throughout school <p>Monitoring</p> <ul style="list-style-type: none"> Subject Leader to review planning, sketch books and quality of lessons over the year linked to progression document Subject Leader action plan identifies priorities for the academic year Learning walks carried out and CPD offered where required 	<ul style="list-style-type: none"> We will ensure children have acquired substantive and disciplinary knowledge and are explicitly taught these as both are necessary for progress in learning. Children develop their understanding of the arts as a fluid category which can be interpreted in many ways Children have individual sketchbooks which show their progress and art journey A range of artwork displayed in the school grounds Increased aspirations, breaking down barriers and widening horizons End of year Whole School art gallery that showcases the artwork of all of our children and shows the progression of skills from Early Years to Y6 Children are able to ‘Think like an artist’ and use an increasing vocabulary linked to art. Positive links made within the trust to develop art projects and skills.