Art

Intent, Implementation, and Impact

Intent

At Tollesbury School, our intention is to provide an Art curriculum which is enjoyable, enriching and imaginative. We provide children with opportunities to develop and extend artistic knowledge and skills and to be able to express their own interests, thoughts and ideas through various artistic mediums and techniques.

We build children's confidence and resilience, enabling them to make mistakes and take risks in art. We ensure that children understand that the perseverance and attentiveness required to complete a project leads to personal pride and achievement.

As children progress, they are able to think critically and develop an in-depth understanding of art. They also understand how art both reflects and shapes our history and contributes to the culture and creativity of the world.

Implementation

At Tollesbury School, art is taught discreetly through a split curriculum. Design and Technology is taught during one half term; Art is taught in the other half term using the Access Art curriculum. Art enriches other areas of the curriculum only where appropriate. This ensures Art is relevant but allows the curriculum to be personalised.

Each year group learns both specific, factual knowledge (in a careful sequence) and skills. These skills build upon each other: drawing, sketchbooks, printmaking, painting, collage, sculpture and exploration and evaluation. This ensures children's knowledge and skills progress, develop and build as they move throughout Tollesbury School. Within each skill area our children will experiment and enjoy using a range of mediums to design, create and express themselves, whilst achieving their desired artistic effect.

EYFS choose from the Access Art curriculum pathways each term. To prepare children for the pathways in the Primary Art Curriculum, in EYFS pupils are given opportunities and experiences which enable pupils to build dexterity skills; explore materials and mark making; use bodies and

imaginations to inspire making; explore how they can reflect and share their views about what they have seen or made and explore how art enriches our lives.

Each class is named after a famous international artist. At the beginning of each academic year children learn about their artist and create their own personal piece of art in a similar style. This is an opportunity to teach some of the skills which the split curriculum does not deliver in their year group. The final pieces are displayed around the school.

To further inspire and engage our budding artists, art projects are led by artists from our local community. The final pieces of work are showcased in our school entrance hall or other prominent locations for all members of our school community to enjoy.

The artistic process is recorded in Art and Design and Design and Technology books. Children enjoy looking back through these to understand how their skills and ideas have developed throughout their school career.

Impact

The impact that our Art curriculum has is that, by the end of Year 6, our children have a toolkit of knowledge and skills that they can use to express themselves, using a range of mediums.

Children can design, plan; experiment with techniques and mediums; and present in their sketchbooks. These skills can then be applied to final pieces of work, displayed both in the classroom and around Tollesbury School.

Children are confident to evaluate their own and peers' work, offering constructive advice and points of development. This enables enjoyment and richness to both creating artwork and art appreciation, which provides a foundation for further art study in Key Stage 3.

Here at Tollesbury School, we measure the impact through the following methods:

- assessment for learning and assessment of children against the National Curriculum
- triangulated monitoring (books, data, pupil voice) throughout the year by the Subject Lead
- staff meetings giving an opportunity to measure the progress between year groups and highlight areas for development
- moderation between year groups to ensure each teacher has the same high standards
- climate walks
- planning scrutiny by the subject lead and support where necessary