

# Sacred Heart Catholic Primary School



## Art Implementation

## **Implementation**

Our mission statement sums up the expectations fostered at our school to always serve God in all aspects of our daily life. We have a belief in teaching for depth and breadth so that a child can be supported to reach age related expectations in reading, writing and maths.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The curriculum has been divided into key skills to ensure there is clarity for the teaching staff. Our Curriculum Maps have been designed to maximise cross curricular links within the curriculum and to ensure consistency and progression.

We value a knowledge led curriculum where we aim to develop children's thinking and reasoning.

Teachers are provided with time each term to plan their curriculum for the following half term.

As part of this planning process, teachers plan for the following:

- A unit introduction, where pupils explore key vocabulary, the broad unit content and recognise the skills previously learned that they will be able to apply in this unit (Kapow).
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Throughout the unit teachers give pupils feedback verbally
- An ongoing assessment is used to assess pupils' understanding and progress
- Educational outings and visiting professionals will enhance the learning experience

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are valued members of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- require different strategies and resources for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.

We believe in 'Quality First' teaching for all children which supports those pupils who may face challenges within their school journey.

Teachers use Working Walls that show the current skills, strategies and key vocabulary. Teachers have ownership over how their Working Wall is used, in order to suit the needs and learning styles of their pupils. Additional displays in classrooms and shared areas are used to celebrate Art.

Displays within other areas of the school will celebrate our curriculum and inform pupils, staff and visitors of our learning throughout the year.

Subject Leaders receive training to have a clear understanding of their roles and responsibilities in curriculum design and delivery. They have the knowledge, expertise and practical skills to carry out this role to the best of their ability, closely supported by the Senior Leadership Team. Subject Leaders lead staff meetings to share their expertise in order to develop the confidence of all teachers.

Subject Leaders review the Curriculum Map and Progression Map for their subject area to ensure that skills are built upon year on year and children have opportunities to develop their cognitive memory by revisiting knowledge at different points in the year.

Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed. SIMS is used to track pupil progress and attainment in Art, which is assessed twice a year.

Each term our pupils will study a block of Art lessons. Lessons will vary between mostly practical and some theory-based work, evidenced through the use of individual sketch books.

High quality planning is implemented by teachers through knowledge and skills-based learning. Planning is informed by and aligned with the national curriculum, supplemented by the KAPOW scheme, building upon the learning and continued skill development of the previous years. Consideration is given to how children will be challenged within their artistic learning as well as how learners will be supported in line with the school's commitment to inclusion.

Teachers have identified the key knowledge and skills that should be learnt by the end of each topic through the use of the progression map, ensuring appropriate progression across topics and year groups. We divide our skills and learning into the following categories: knowledge of artists, formal elements, generating ideas, making skills and evaluating.

By the end of KS2, children will have been exposed to each of these skills. Pupils will be given opportunities to carry out different types of artistic skills each year, appropriate skills will be revisited with increasing complexity as the children progress to secondary.

Teachers demonstrate how to use artistic equipment and the main category of skills to embed artistic understanding, finding opportunities wherever possible to develop the children's understanding of the history of Art and the potential of Art in today's modern society. The local area is utilised where possible with opportunities over the year to venture further out. Cross curricular outcomes in Art are planned for where relevant.

Children in the Early Years Foundation Stage (EYFS) are introduced to Art through the EYFS curriculum guidance. The Early Learning Goals (ELGs) for 'Understanding the World' forms the foundation for later work in science, art, design and technology, history, geography and ICT. Our pupils in EYFS are encouraged to develop their God given talents by being creative and to become eloquent orators, speaking with confidence and fluency in a variety of situations.

### **What does this look like at Sacred Heart?**

- We provide a curriculum relevant and tailored to the pupils taught. We celebrate diversity and UK artists, embedding them into our curriculum throughout the year;
- Art work is displayed in and around the school; on classroom and hallway displays, sketch books and whole class floor books.
- A unit introduction which outlines knowledge (including vocabulary) is available in every art lesson.
- A cycle of lessons for each topic, which carefully plans for progression and depth. These are presented in the form of lesson overviews.
- A means to display and celebrate the pupils' artwork in their class and around the school.

### **Inclusion:**

We aim for all children to participate in mainstream lessons. Work is differentiated and extra support is in place for children with S.E.N.D.