



Art at Lower Heath CE Primary School

Intent	
Our art philosophy is...	At Lower Heath, we consider art a significant part of children's education. We believe that art provides pupils with opportunities to share and express individual creativity. We place a large emphasis upon allowing the children to express themselves through mediums and different forms.
Implementation	
The curriculum for this subject area is designed using...	The National Curriculum Programmes of Study, alongside our 2-year planning cycle.
Curriculum coverage in this area is progressive. We ensure this by...	We use our school-specific Art Progression Framework to ensure that each area of learning is progressive from EYFS to Year 6. This is supported by the use of a sketchbook, which follows the children from EYFS to Year 6.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	The Art Progression Framework outlines the skills, vocabulary and materials to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential. Children will learn skills associated with: drawing, painting, printing, 3D/sculpture, textiles, collage and the use of IT.
This subject links with the rest of our curriculum by...	Where possible, we try to link the termly art focus with the geography and history objectives. Other ways in which we make links are: <ul style="list-style-type: none"> ○ History - researching artists and learning about artists ○ PSHE - how do people see themselves? How do people view the world? A form of expression ○ RE - comparing different religious paintings, discussing what is represented in the picture (Y3/4 - comparing paintings of the Baptism of Jesus) ○ Computing - to create pictures using computing software and editing pictures
Different year groups, and different abilities within a class, are catered for by...	By following the Art Progression Framework, it is possible to ensure that different abilities and age groups are catered for. This may be by levels of support, choice of equipment available or by individual choice of project to be completed within the topic to be covered.
Trips, visits and the local community support this subject by...	<ul style="list-style-type: none"> ○ Themed art days ○ Artists in school ○ Art workshops ○ Art galleries ○ Art museums
The subject is monitored by...	Learning walks ensure quality assurance with art teaching, identifying any gaps in knowledge or equipment to be addressed.
The subject is assessed by...	Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard.
Staff development in this subject includes...	Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with art specialists within the trust secondary schools.

Impact	
In sketchbooks, you will see...	<p>Artwork using a range of mediums, and how this has developed during the children's time at Lower Heath.</p> <p>Artist studies.</p> <p>Key skills being taught as a build up to a final piece.</p> <p>Skills repeated and progressed to ensure that foundations are built upon.</p>
What is the impact of our art curriculum?	<p>Children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work.</p> <p>The consistent use of sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes.</p> <p>Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.</p>