

Subject Intent through our values

Community

Through art, children experience working both individually and collaboratively and have many opportunities to evaluate the work of great artists, their own and their peers' work. Through their art and design, the children participate in community outreach projects, where their work celebrates and is celebrated by the local community.

Peace

Art stimulates creativity, imagination and provides a way for children to make sense of the world they live in. Art provides an outlet for expression bringing peace and positivity to our children's mental health and wellbeing.

Love

Through art we foster a love of creativity, studying a wide range of artists and champion children's individual creativity to promote self-expression and through this self-love.

Resilience

Children are encouraged to be reflective and evaluate their work, persevere when they feel challenged, develop resilience in a safe space to make mistakes and experiment with their creativity and enjoy achieving for their own pleasure.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- Special events – whole school art projects
- Community art – St Peters
- Crafting Clubs – Sewing Club, Art Club
- Art competitions – Christmas cards, Poster competitions
- Exposure to a wide, **diverse** range of art and **inspirational** artists across the curriculum.

Our Curriculum Approach

Kapow scheme of learning is used from Reception to Year 6.

Pupils at our school are taught to successfully think, work and communicate like an artist. We teach art by encouraging **curiosity** and **skill development** through various media, including **drawing, painting, collage, textiles, sculpture**, and **3D art**. Students enhance their **oral skills** through **evaluating** and **reflecting** on art. Our teaching and learning approach aims to instil an understanding of the creative arts' influence on **history and culture**.



ART

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy:

- Language is mapped across the curriculum and **explicit vocabulary instruction** takes place at the beginning of each lesson.
- **Reading opportunities** with cross curricular links.
- Use **evaluative** and **analytical** language to discuss art and the impact it has on us.

Spirituality

Spiritual development is a key part of our school's **Christian vision and values**. Through our art curriculum, we encourage pupils to **explore their sense of awe and wonder**, and to develop a **deeper understanding of the world** around them. We also provide opportunities for **reflection and contemplation**, such as during our regular assemblies and through our links with the local church.

How we adapt teaching to meet the needs of our pupils:

- **Dual Coded visuals** to support vocabulary and understanding.
- Teachers use the '**I do, we do, you do**' teaching cycle.
- Practical activities
- Break down lessons into small manageable chunks.
- Adapted media and tools.

Big Ideas

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|---------------|-----------|
| ○ Drawing | ○ Shape |
| ○ Painting | ○ Colour |
| ○ Printmaking | ○ Form |
| ○ Collage | ○ Space |
| ○ Textiles | ○ Line |
| ○ 3D Art | ○ Value |
| ○ Technology | ○ Texture |

Teaching and learning approaches used in this subject:

- Planned **retrieval practice**
- Communication of clear **learning objectives**
- Teachers use the '**I do, we do, you do**' teaching cycle.
- **Modelling** of key techniques – teacher, child and video.
- **Cold calling** and **think pair share**
- **Evaluation** using self and peer assessment such as 60 second galleries.
- Use of sketch books for **experimentation** and **skill development**.
- **Celebration** of work using displays.

How we assess:

- Retrieval practice
- Low-stakes quizzing
- Plenary aka 'Wrapping up' sessions in Kapow lessons
- Formative and summative assessment is used to promote progress and inform future teaching.
- Self and peer evaluation