



**Showing our love through kindness, determination and curiosity; strengthening ourselves and our community.**

# Art Subject Statement

## Intent

We believe that a high-quality and rigorous art education lays the foundation for the lived values of our school: kindness, determination, and curiosity. Through art, children learn readiness for the joy of exploration and the excitement of the journey; they learn respect for everyone's ideas and cultural expressions; and they learn to take responsibility for their creations and the way they are produced. Through art, they can explore their own responses deeply, contributing to their spiritual development. It is therefore our intent that art in the school is taught through a shared understanding among all staff that the process matters more than any predetermined outcome, and that everyone's response is celebrated. We ensure that our children are exposed to a broad and diverse range of work by both contemporary and classic artists

## Implementation

Our art curriculum is broad, balanced, and ambitious for all pupils. It focuses on the three main ways of making outlined in the National Curriculum (painting, drawing, and sculpture), which we explore in various ways throughout KS1 and KS2.

In the Early Years Foundation Stage (EYFS), art is taught within the programme of study for expressive arts and design. Links are also made to the prime areas of communication and language, physical development, through the development of fine motor skills, as well as supporting children's personal, social and emotional development by giving children an outlet for expression. A skills-based approach is taken to the teaching of art and the children have the opportunity to develop these skills during adult directed activities as well as whilst accessing continuous provision independently. Children are given the opportunity to explore drawing and sketching, painting and colour, printing, collage, malleable materials and sculpting in three dimensions.

The skills and subject progression taught are taken from Access Art, a charity whose work is recognized by the Arts Council, DfE, and the Gulbenkian Foundation. Using the Access Art Split curriculum, we ensure our curriculum is coherently planned and carefully sequenced. We teach one block of art each long term, alternating this with DT. During the non-art half-term, we include short weekly drawing practice sessions to enable the children to continue developing this skill.

We draw on the wealth of art in our local area by facilitating trips to museums such as the Ashmolean and The Story Museum, and we enable children to exhibit their art in local galleries. We also encourage local artists to visit the school and talk about their work.

## Impact

At the end of each unit, questions prompt reflection and dialogue among children, adults, groups, and the whole class. These discussions serve as the basis for assessment, focusing on progression in art rather than the perception of a child's work. In KS1, the emphasis may be on appreciating what we like about each other's work, while in KS2, we delve into how different effects have been achieved.

Each child is provided with a sketchbook that accompanies them throughout their journey in our art curriculum, reflecting their progress over time. Artwork is prominently displayed around the school, showcasing a mix of final pieces and celebrating the learning journey through each topic. Additionally, we organize events such as pop-up art galleries to allow children to share their work with the wider community