



Art Curriculum Statement

What Is Our Vision for Art at North Star 82?

For all children and teaching staff to navigate a broad and balanced Art curriculum with success, through working together to build the skills and knowledge needed to accelerate the learning. For children to build ambition and resilience within their learning to continue to support their social and emotional development.

Intent

At North Star 82 we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure all pupils produce creative, imaginative artwork whilst gaining the skills-based knowledge to apply to future projects. Children will build confidence in a variety of art techniques and styles to build a foundation of skills.

Children will also develop their knowledge of famous artists, designers and craft makers. Children will explore their curiosity about art and design through a series of lessons focusing on skills progression, subject specific vocabulary and the opportunity to ask questions and evaluate their own and other's work. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation

Across each learning phase, children will access three Art units across the school year. By regularly reviewing the curriculum and providing high-quality Continuous Professional Development (CPD), teachers are equipped with the necessary skills and knowledge to deliver effective instruction. Our teachers share a passion for Rosenshine's 10 Principles of Instruction and utilise these principles within their teaching, to foster a positive learning culture and model the knowledge and skills needed for success in Art. Each unit allows the teaching staff confidence in the progression of skills and knowledge required to meet National Curriculum objectives. Each key stage focuses on different themes, with cross-curricular links with humanities, to ensure continued interest in the subject as well as acquiring new knowledge. The lessons themselves develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Opportunities for the evaluation of artist's work and their own work encourages the discussion among peers and teachers showing the value placed on communication in learning. Varied task types cater to different learning styles across the school, with a particular focus on developing fine and gross motor skills. This holistic approach not only equips pupils with the key knowledge and skill in Art but also prepares them to tackle challenges with resilience and independence.

Impact

Art is viewed positively by teaching staff and children across school. Teachers have high expectations and the modelling and delivery is of quality. Teaching staff use subject specific vocabulary and pupils are securing this knowledge by applying their understanding to their skills. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art on the world. Children will become more confident in

analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art work and their skills.