

Art Intent Statement

St Hubert's Mission Statement is at the heart of all our Intent Statements.

Believe to Achieve: Love God, Love Learning, Love One Another.

Art Intent:

'A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.' Department for Education.

At St Hubert's, we place a great emphasis on the importance of Art and Design being a subject that allows children to access their imagination and express themselves in a creative way through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. Children are given the opportunity to go on their own creative journey, using a variety of media and materials.

How this is implemented:

Art is taught with the structure of 6 phases- drawing, experimenting, artist, using artist styles, compose, and evaluation.

Phase 1- Drawing: Children draw either from life (objects) or from photos using different drawing mediums (pencil, felt pen, pencil crayon, oil pastel, charcoal, soft pastel).

Phase 2- Experimenting: In this stage the children will have the opportunity to explore different mediums in more depth such as; collage, watercolour, textured paint or surfaces, or combining mediums, for example biro and watercolour, watercolour and oil pastel, tape and paint.

Phase 3- Artist: Lesson 1 – look at life and work of artist. The children could research life and work of artist and make notes. Research goes in sketchbooks. Lesson 2 – Look at and discuss artist pieces of work in more depth focusing on use of colour, method, medium etc.

Phase 4- Using Artist styles: Children re-create a part of or a replica of famous artists piece either using the medium the artist has, or a different medium but create the same thing. This is the perfect point to show differentiation within Art.

Phase 5- Compose: This is where the children will create their own unique piece that incorporates the elements, they have looked at so far – drawing, colour, artist, compose. They may use different mediums to express their own creativity.

Phase 6- Evaluation: The children will reflect (using post-its) on their own compositions and use the vocabulary from their sketchbooks to help them- see vocab organiser.

Implementation in EYFS

In Early Years Foundation Stage, Art and Design plays a very important role in their development. Children are taught to represent their own ideas, thoughts and feelings through the Expressive Arts and Design Areas of Learning. Children are

encouraged to use their imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. The children are encouraged to take risks, explore and think critically. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

Implementation in KS1 and KS2

At St Hubert's we provide opportunities for children to ensure that children produce creative work, exploring their ideas and recording their experiences. Children learn to become proficient in drawing painting, sculpture and other art, craft and design techniques. They evaluate and analyse creative works using the language of art, craft and design. They learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Art is taught every second half-term (Autumn 2, Spring 2, Summer 2) and follows 6 stages of learning: Drawing, Experimenting, Artist, Using Artist styles, Compose, Evaluation. The curriculum is mapped out to ensure that all types of art and skills are used within every child's school journey at St Hubert's.

We offer a mixture of teacher and skilled teaching assistant taught lessons. We take every opportunity to develop links with outside agencies and experts, including the local high school, to enrich our Art and Design provision.

Impact of Art at St Hubert's:

Formative assessments take place throughout the year and teachers record the progress and attainment using Target Tracker. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis by the subject leader to inform and address any trends or gaps in attainment.

The children use peer and self-evaluation regularly. They have a vocabulary style knowledge organiser front sheet within their books, that supports them in using the correct artistic terminology.

Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum and Target Tracker. Thus, identifying the level in which the child is working.

Children in Foundation Stage are assessed within Expressive Arts and Design via adult observations of work as well as examples of work which are placed in the Expressive Arts and Design floorbook. The children's progress is tracked using Target Tracker.

Age related expectation levels are reported to parents across all year groups at the end of the Autumn, Spring, and Summer term.