

What does Art look like at St. Luke's?

This is our philosophy:

- An art curriculum which opens children up to the diversity of art- exploring a wide range of artists that highlight historical and cultural diversity
- Provide opportunities for children to express their own creativeness and uniqueness through art
- Opportunities for progression and refining of art skills
- Exposure to a variety of artists, sculptors and designers for children to be inspired by

What an Art lesson looks like in our school:

- A clear learning journey which builds up to children completing a final project/art piece
- Use of key art vocabulary (mapped out of our art curriculum)
- Art readily accessible through continuous provision in EYFS/Y1.
- Lots of talk about Art including opinions, interpretations and observations
- Access to a range of media
- Children expressing themselves with their own interpretations and observations

How does it work?

- We follow the school art curriculum plan which is broken down into half termly units- following the National Curriculum and exceeding
- Focus on art vocabulary which is touched upon in every lesson
- Many opportunities to talk about the art they study and the art they produce
- TA's sometimes used to pre-teach vocabulary ahead if necessary
- Recap activities to help combat the forgetting curve throughout the children's primary experience
- Opportunities for children to revisit art skills to develop more accuracy and proficiency with their art skills

This is what we do:

- Staff are able to plan to suit themselves. We don't use a fixed planning pro forma and encourage teachers to plan for the needs of their own class following the Art overview
- Positive use of encouragement and suggestions during lessons to enable children to consider how they can refine/alter work to improve
- Regular book scrutiny, learning walks & pupil voice.
- Whole school PD
- Raised profile of Science- Art enrichment days and art leaders

This is what you might typically see:

- Art following a clear journey throughout sketchbooks
- Children expressing their own artistic skills and observations within their art books making their art books much more personalised to them
- A focus at the beginning of units on their focus artist to explore their style and background
- Exploration of how artists inspire children and how children would describe their art
- Freedom of choice to express themselves based upon their focus artists work but still focussing on the skills they are focussing on during their unit of work

This is how we know how well our pupils are doing:

- End of unit art projects
- Pupil progress meetings
- Teacher assessment/targets
- Photo evidence of art
- Pupil voice- children's ability to talk about others and their own art

This is the impact of the teaching:

- Be inspired by and have knowledge of a range of artists, designers and sculptures including their different styles of art
- Can effectively use a range of artistic skills to create their own pieces of art with an understanding of why they have selected certain techniques
- Be able to show their creativity and their visions through their art through experimenting with techniques, showing their lights shining as individuals
- Be able to talk about others and their own art using subject specific vocabulary such as pattern, shape, form and more and form their own opinions of art
- Evaluate and analyse artwork including others and their own
- Understand historical and cultural developments within art through learning about great artists

Art Books

- Learning about artists, craft makers, designers or sculptors- talking and annotating their work to express opinions and to describe using art vocabulary
- Record, observe, explore and experiment with their focus artists work
- Refining and increasing proficiency with skills and techniques targeting within unit
- Drafting and creating final pieces of art both inspired by focus artists and incorporating desired skills