

What does **Art** look like in our school?

What does it mean to be creative?

Learning through a creative curriculum builds resilient and self-confident characters, who can think imaginatively about their learning and the wider world. We believe that the role of arts education in a child's development is fundamental to ensure that they grow into well rounded citizens within our communities. This includes development in the fine arts such as art and design and the performance based arts of music, drama and dance.

Our Curriculum and High Quality Resources	
EYFS	Expressive arts and design in EYFS involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
KS1	<p>Our provision for our Art education is based upon six areas of learning which are underpinned by National Curriculum Objectives. This includes drawing, painting, collage, printing, 3-D and textiles. Digital art is also embedded across these content domains to complement our computing curriculum. Across the teaching of these domains of knowledge are the core Key concepts of:</p> <p>Line, Colour and Shape Texture and Form Making links to their own work Experimenting and Exploring Evaluate and analyse Developing Aspiration</p>
KS2	<p>At Key stage 2 these core principles are deepened to ensure that knowledge is retrieved and embedded. Children also get the opportunity to experience aspects of digital art such as film making, animation, and photography.</p> <p>By the end of Key Stage 2 children will have reached the following end points:</p> <p>Evaluate and analyse creative works using the language of art, craft and design; Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Produce creative work, exploring their ideas and recording their experiences; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To consider Art and Design as a viable career choice through working collaboratively with professional artists and designers. Evaluate and analyse creative works using the language of art, craft and design;</p>

At St Mary and St Peter we:

Our school curriculum ensures that we are fully committed to delivering Arts and culture education that upholds the seven quality principles that are identified nationally as criteria of a high-quality arts education.

The seven quality principles are:

Striving for excellence and innovation

Being authentic

Being exciting, inspiring and engaging

Ensuring a positive, child-centred experience

Actively involving children and young people

Providing a sense of personal progression

Developing a sense of ownership and belonging

Through the appreciation of the arts, its history and cultural motivations, children will become critical thinkers who can explore and evaluate aspects of communication, composition and performance. Throughout their school career children will consistently be given opportunities to work with local experts and quality Arts organisations through our local cultural education partnerships. This will help foster inspiration and develop an authentic sense of achievement and real life purpose. Our vision is to instil an understanding that all learning is enhanced through imaginative thinking, whilst creating a thirst for creative aspiration.

Feedback and Assessment

Children receive precise and positive verbal feedback regarding their skills. We are committed to giving live feedback to pupils for encouragement and promote progression and next steps.

Assessment and Tracking Progress	
EYFS	Assessment in Early Years is based upon observation and questioning against criteria in the Early Learning Goals. Assessment in the EYFS is of two main types – on-going assessment which is what teachers do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning. The second assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. All of this information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development.
KS1/KS2	Teachers use daily formative assessment practices to identify misconceptions, key information that needs retrieving, and to review scaffolding techniques. This then informs next steps in teaching and learning to challenge or support all learners regardless of ability. As a summative assessment, children's progress against key objectives are reviewed half termly. As assessment in a subject like art can be subjective, a child's creative approaches are also considered as an indicator of understanding at a greater depth level.

Provision for those children who need additional support

We are committed to providing an inclusive educational experience for all pupils regardless of need. This is achieved through using 'scaffolding' techniques and adaptive teaching. All learners effectively access the same lesson content but are supported by various scaffolding techniques.

In Art lessons, these may include adult support, question stems or guided group work with an adult.