

Our Art Vision



Our GEM threads

Values: Our children will adopt and celebrate the schools GEM powers

Knowledge: Our children will learn an enriched and ambitious curriculum

Progression: Our children will 'do more, know more and remember more.'

Language and vocabulary: Our children will use oracy to be confident communicators

Experience rich: Our children will receive culturally diverse opportunities to thrive.

Why is it important to teach Art?

Our school aims to provide a varied, engaging and ambitious curriculum that is child-centred, its starting points being the needs of our most vulnerable learners. We recognise that our children's needs are not simply academically based, but also involve their emotional and pastoral wellbeing. This helps to drive our approaches to our children's learning. We strive to offer opportunities to all children, regardless of ability or background with the aim of developing the whole child and we encourage every child to identify and attain the skills necessary in order to further their potential. Our children are encouraged to become courageous and independent people and to take

Our Art Intent

To be an artist at BWP, children will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The teaching and learning of art is an integral part of a broad and balanced curriculum at BWP. We believe that it is crucial for all pupils to be provided with planned and purposeful opportunities to explore and express their creativity. This is essential for the well being of the individual pupil as well as developing transferable life skills which incorporate our gem powers, including resilience, independence and respect. It is fundamental to us that our Art curriculum is accessible to all pupils, whatever their background, ability or life experiences. The nature of art lends itself more readily to those with SEND who are given greater freedom to express themselves in way that is appropriate to their capabilities. All staff ensure that this is supported by resources, equipment and starting points that are appropriately adapted to the needs of individual pupils. We endeavour that all pupils will feel empowered to share and celebrate their achievements in art.



Implementation

Knowledge and skills based implementation

The teaching of art at BPW is encouraged to be creative, inspiring and constantly evolving; the skills which we encourage from the pupils themselves. Staff are given the flexibility to adapt Planbee and create units of work that seek to maximise cross curricular links and respond to the needs of the pupils and their own cultures. We aim for sketchbooks to be a platform that encourage independence and positivity, where children can be empowered to make mistakes and learn from them, recognising the importance of interpretation over the idea of 'right and wrong'. The process of exploring and developing ideas requires the children to exhibit perseverance and resilience to build upon their successes and refine their work towards final pieces. Our art curriculum provides carefully planned opportunities for pupils to work independently, with a partner and in a group to learn new skills and create finished pieces. With these experiences comes the opportunity to develop the qualities of successful collaborative working. Our overarching aim is for the teaching of art to be varied, enthusiastic and engaging to spark a passion for the appreciation and creation of art in all

Progression led implementation

The children's knowledge is underpinned by a clear progression of skills which is broken down in specific assessment statements in Planbee for each Key stage (EYFS, KS1, KS2 - end of year 4, KS2 - end of year 6). A judgement is made by the class teacher three times a year as to how well each pupil has met the objectives covered. Some objectives may be covered only once per year, whereas others may be revisited across multiple units. It is essential that all objectives are met by the end of the Key Stage on multiple occasions to ensure skills are embedded and developed. At the beginning of each academic year, pupils complete a baseline task where they draw a portrait of themselves after some initial teaching input on drawing skills. Each year group will focus on a different aspect of drawing a portrait, linked to the assessment criteria for their year group. This focused task will enable us to see a clear progression of drawing skills across the Federation and identify when additional support may be needed. The use of sketchbooks in the assessment of art is a valuable tool in gaining insight into the creative process for each pupil and their journey towards a final piece. They should show clear development of skills and progression throughout a unit, alongside a child's thought processes and influences. High value is placed upon the sketchbook journey alongside the completed final piece(s).

Language and Vocabulary rich implementation:

As a curriculum area that focuses predominantly on visual recording of learning, the discussion that occurs throughout lessons should always be of high quality and language rich. As the pupils develop their knowledge and skills in art, their use of artistic vocabulary to describe their growth must also evolve. Technical terms for techniques and processes are explicitly taught across the Federation with key vocabulary sheets displayed in the front of each child's sketchbook for reference. We aspire to develop within our pupils the ability to critically evaluate their own work and that of others. Pupils are encouraged to evaluate their final pieces to encourage a reflective approach to assessment. Peer assessment is a valuable tool that can be used to help pupils identify personal areas for development as well as raising the status of their work as artists. We encourage children to take ownership of their sketchbooks and equip them with the knowledge of how to use them effectively as they progress through the Federation. We aim that children will be keen to share these treasured journals with others, narrating their own personal story of how their artwork has developed over time.

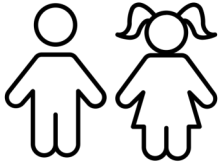
Experience rich implementation:

We aspire to provide a broad and varied art curriculum at BPW, both in the content, delivery and resources available. The Creative Arts KAT are responsible for monitoring the range of artists that are covered throughout the Federation, to ensure that children are taught about and inspired by a diverse range of influential artists from a range of gender, ethnicity, culture, time periods and who work in a range of media. All our schools have dedicated Art cupboards where a range of resources are stored for all year groups to access. They are monitored and updated by the Creative Arts KAT, alongside specific requests by staff. We strive to ensure pupils have access to a growing range of media as they progress through the school and we are constantly looking to vary the selection of media available. In addition, individual classes and year groups may have art resources in their classrooms and practical areas. Where specific resources are needed for a project, we would seek to engage with the local community for donations. The teaching of art is enriched for pupils beyond the classroom in a number of ways. After school clubs are run for pupils who express an interest in developing their art skills and knowledge further and there is a whole school art exhibition once a year to celebrate the achievements of the pupils.



Impact

A successful Art curriculum should contribute to children's personal development in creativity, independence, judgement and self-reflection. Development of skills in art hold great importance in enhancing topic work, as well as a valuable means of maintaining personal wellbeing and self-expression. These are incredibly valuable skills which pupils can take with them to their next stage of learning and into future careers. We hope to see these skills expressed by our pupils through the way they talk confidently about their experiences in art and their enjoyment of the subject. Sharing children's artwork through a yearly exhibition not only gives an opportunity for children to share this with people outside of the classroom, but also raises the status of themselves as artists and celebrates the diversity of creativity within our school. The study of cultural education through art will also enable our pupils to become more rounded and confident human beings, with a greater appreciation for the world in which they live. We aim to encourage and inspire pupils to develop their talents with a forward looking approach to future careers. By ensuring children are exposed to a range of artists from different backgrounds, cultures and working in different media, we hope to raise children's awareness of the diverse ways artistic skills can be taken further into possible career opportunities. The skills of creativity of thinking, exploration of ideas and communication of viewpoints are highly valuable skills which are transferable into a wide range of future career paths. As staff, we also want to be inspired by our pupils. We hope a rich curriculum, underpinned by a clear progression of skills, enables us to respond to the creativity of our children, their individual experiences and cultures. To ensure our Art curriculum has maximum impact, the Creative Arts KAT will undertake regular monitoring of sketchbooks and planning, as well as pupil conferencing, to elicit the successes and areas for future development. This monitoring will be used to directly inform and improve the delivery of art teaching across the Federation. True creativity is fuelled by children animatedly sharing their passion for art with others and not being afraid to take risks during the creative process. We aspire to ignite this passion in all children here at BPW!



Our Art journey

Exploring media—
paint, and colour



Mark Making



Colour Creations



Henri Rousseau



Earth Art



Yayoi Kusama



Self Portrait



William Morris



Famous Buildings



Seurat and Pointillism



Plant Art



Sonia Delaunay



Recycled Art



Street Art



Frida Kahlo



Chinese Art



Landscape Art



Sculpting Vases



Expressing Yourself

EYFS

KS1

LKS2

UKS2