

Coalway Community Infant School

Art Curriculum Intent



Whole school Vision

School Vision

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.

Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.

We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.

- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.

Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

Art vision

The art curriculum at Coalway Infants provides children with opportunities for expressing their imagination through a range of ways - from paintings to printing. Children will leave Coalway Infants confident in the knowledge and skills in drawing, painting, printing and sculpture. Our art curriculum provides opportunities to build on fine motor skills and enables children to learn about artists. Language and communication is at the heart of each session, through reflection and discussions about their own art and the work of others.

Through our high quality provision, we provide opportunities for children to work with a variety of media, style and form to express their imagination - whether this be to a specific criteria or just as an independent activity. Our art curriculum teaches about how other people have achieved this to inspire and help build a wider appreciation of art around the world and in our local community. Children should leave our school feeling confident with expressing their ideas, thoughts and feelings through a range of different ways, in addition to working both independently and in a team.

How is Art taught?

Early Years Foundation Stage

In Reception children have opportunities to develop their own play and independent exploration which is enjoyable and motivating. They also have adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead.

Teachers demonstrate how to use art materials and demonstrate key vocabulary. Children need to know how to use scissors and glue, how to mix paints, how to make patterns and textures and how to print onto a surface. Valuing children's efforts, interests and purposes are instrumental to successful learning in art.

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In planning and guiding what children learn, teachers will reflect on the different rates at which children are developing and adjust their practice appropriately. This is through verbal feedback during the lesson.

The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Art gives the means to develop as an effective learner and the characteristics of effective learning are engrained in the Early Years Curriculum.

Reception children are taught in line with the Early Learning Goals through continuous provision as well as focused teaching of skills and knowledge.

Key Stage One

Our medium term plans provide focused time for children to generate ideas, including through learning about the work of different artists. These artists are chosen to reflect artistic movements over time and across the world. The use of sketchbooks is integrated in our teaching of art and within this, teachers model their own sketchbook use alongside pupils and let pupils discover and share ideas through questions such as 'what do you see? What do you notice? As they move through the school, art teaching enables pupils to build confidence in their own ideas. Teachers balance time to carefully model a technique, with plenty of time for pupils to enjoy open-ended exploration, and some project-based learning. Once skills and knowledge are embedded, pupils have the confidence to diverge from the task (as being signs that they are owning their learning). Lessons are designed to enable children to develop their evaluation skills, of their own work, of the work of their peers and the work of professional artists. We ensure that evaluation activities take place throughout each sequence of learning, rather than just at the end, so that they benefit and shape the creative process.

Why is Art taught in this way?

Early Years Foundation Stage

In the early years art is taught through a mixture of continuous provision and small teacher led sessions. Continuous provision provides opportunities for children to learn in their own unique way and caters for all styles of learning. The enhanced provision is focussed on key skills that have been identified by teachers which require deliberate practice. The planned experiences help to provide a structured progression that is all inclusive and is able to teach key skills such as choosing the correct colour for a particular purpose and using scissors and glue affectively.

KS1

Art is taught weekly for most medium term plans and some plans are 'blocked' over a series of days. The journey to this is evidenced in their sketch books and often displayed throughout the school environment. An 'Artist of the term' is displayed in every classroom with key vocabulary to support. Art is hands on, discussed and evaluated by the use of 'class art gallery' where children ponder and appreciate their art at that of their peers.

Our approach to assessing the impact of our art curriculum is in line with the belief: "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported" (Access Art 2022). During art lessons teachers consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils. To support teachers, the following age-appropriate questions are offered:

Year 1:

- Tell me about what you are making
- What might you do next?
- Tell me about what you have made
- What do you notice?

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- What do you see?

Year 2:

- Tell me about that you are making
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

Can you explain how this could be inspired by our artist of the term?

How does Art meet our curriculum intent?

The role of the teacher is to introduce key skills, materials and ideas in such a way that each pupil can explore their own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than always head towards a pre-defined outcome. The curriculum ensures that there is a balance between divergent and convergent outcomes.

KS1

Our curriculum is based on the National Curriculum and is used for planning the objectives over a one year programme. Art objectives are planned for each small term. Long term planning ensures complete coverage and progression in skills and knowledge. Teachers are provided with progressive knowledge organisers, materials to support possible adaptations, visual stimulus and 'end points' for each unit. An artist is studied each term. The artists are from a range of time, backgrounds and disabilities. Children leave KS1 confident in printing, painting, drawing and sculpture. The curriculum prepares children for their next journey in KS2.

Golden Threads

- Local artists are displayed on the art posters for the 'artist of the term'. Local artists are invited into school; printing, painting and drawing.
- Art units often take the children outside into their environment e.g. year 2 drawing natural objects. These are explored and collected outside. Year 1, drawing spirals. Children start outside in our school playground.
- A range of artists have been chosen for children to study. The artists come from different eras, cultures, backgrounds, age and disabilities. Children can begin to make links between artists before our living memory and how they may have influenced current artists.
- EYFS children begin their art journey with books to inspire. The curriculum encourages children to talk about their own art at that of others. Specific questions are planned to enable children to respond without a feeling of being right or wrong e.g. what do you notice? What do you see? What do you like or dislike? Art discussion is part of every art lesson.
- Artists visit the school throughout the year and provide opportunities for children to ask questions and respond to the artist's work. Children visit 'Nature in Art' in Year 1 (new for 2023)
- Art is very practical, hands on and experimental. Mistakes are celebrated as 'happy surprises' children are encouraged to explore their thinking further, take risks and practise skills over time.

Subject Leader drivers 2023/24:

Priority 1 - improve assessment in art from EYFS to Year 2

Priority 2 - Invite local artists into school linked to the teaching unit.

Priority 3 - staff CPD 'How can we support children to know and remember more?'