



## **NEWBOLD SCHOOL Art Curriculum**

### **CURRICULUM (Intent)**

At Newbold School our Art curriculum is designed to prepare children for the developing world and world issues as well as being a therapeutic activity. At Newbold School we encourage children to become creative idea makers - both as individuals and as part of a team. Through the study of Art, children combine their making skills, knowledge of diverse artists and understanding of social and environmental issues in order to create interesting and stimulating artwork. Evaluation is an integral part of the Art process and allows children to adapt and improve their ideas and artwork - a key skill they will require throughout their lives. Art, as well as being a mindful, enjoyable and therapeutic activity, helps all children to become skillful and informed artists.

### **TEACHING (Implementation)**

At Newbold School we teach Art knowledge and skills through the following 4 strands -

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

Pupils have the opportunity to learn and practise skills discretely as well as allowing pupils to revise and build on their previous learning as they progress through school.

Our progression of skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Our units of work fully scaffold and support essential and age-appropriate sequenced learning. Art is also planned to be used cross-curricular with topics being taught e.g The Stone Age - studying and creating Cave Paintings in KS2.

Creativity and independent outcomes are embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal to them.

Lessons are always practical in nature, and we encourage experimental and exploratory learning. Rich classroom discussion is also key to exploring Art and its impact on individual tastes and responses. Key Stage 1 and 2 pupils also use sketchbooks to document their ideas. We value the children's sketchbooks as being very personal documents in which they can express themselves, their unique ideas and creativity - there is no right or wrong. We wish to promote and build confidence in all aspects of Art.

Art is taken outside the classroom during Forest School Sessions where the children can create art using natural materials or using themes from nature and natural phenomena.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required abilities.

Teachers model techniques and use videos created by subject specialists for pupils to see art techniques modelled by experts. This ensures the delivery of Art in Newbold School is of a high quality.

Frequent communication between Art Subject Leadership and teaching staff also ensures that less confident teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

Children are also encouraged to partake in Art Competitions - nationally or within school. This provides opportunities to discuss and evaluate each other's work and ideas and promotes confidence and individual expression.

## **ACHIEVEMENT (Impact)**

Children leave Newbold School, as confident, thoughtful, and expressive young artists. They have developed strong technical skills across a wide range of media, understand the formal elements of art, and can draw inspiration from a diverse range of artists, cultures, and real-world themes.

Through regular evaluation and discussion, pupils learn to talk about art with clarity and respect, understanding how to give and receive feedback and how to improve their work with resilience and pride. They leave with the ability to see art not only as a skill, but as a meaningful form of expression, wellbeing, and connection to the world around them.

Most importantly, they leave as artists who are imaginative, reflective, and ready to continue creating with confidence and joy

We measure the impact of our curriculum through the following methods:

- Summative assessment of pupil discussions about their learning
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are reviewed and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.