



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

Art at Tenbury Primary Academy

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Tenbury Primary Academy Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

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Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

CURRICULUM PLANNING

Our school uses the National Curriculum in England 2014 Framework for Art & Design as the basis for its curriculum planning. We develop our Medium Term Plans drawing on artistic themes in the termly topic. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the art curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly individual Medium Term Plans. Long term plans identify individual art units taught across the year group phases and follow an annual cycle. Art and Design is taught by individual class teachers who take responsibility for planning, resourcing and delivering the art curriculum. We are joined by visiting artists and craftspeople to enrich our topics, where possible.

EARLY YEARS FOUNDATION STAGE

In Reception art is an integral part of the topic work covered during the year. We follow the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five. Expressive arts and design contributes to a child's personal and social development, and allows the child to express themselves in creative ways and develop their understanding further of other subjects.

SPECIAL EDUCATIONAL NEEDS

We teach art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Creating and designing pieces of art can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that art has on people's moods, senses and quality of life. Children at Tenbury CE Primary Academy have the opportunity to encounter art from many cultures and, through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies.

ASSESSMENT & RECORDING

Teachers assess children's work in art by making informal judgements as they observe them during lessons. On completion of a term's work, an assessment is made. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in art. Teachers work collaboratively to support each other in the teaching of art, understanding and applying current developments in the subject, and providing direction for the subject in the school. Our Art Subject leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.

C U R R I C U L U M I M P A C T

As a result of the delivery of our Art and Design curriculum at Tenbury you would typically see confident, and engaged children who talk about themselves as artists, talk enthusiastically about the subject and reflect on their learning.

Children will be working in groups, pairs and independently demonstrating that they are self-motivated, resilient and able to make choices about how they express themselves.

Children can confidently refer to various media and techniques that they can use and will be able to explain the artistic process.

Children are able to talk about how contemporary and past artists have inspired them. Examples of their work will be evidenced in topic and sketch books.