



Vision

Every child is an artist – Pablo Picasso.

At Willow Bank Infant School, we want all children to have the opportunities and skills to express themselves creatively and explore and learn about art in different ways. Children are encouraged to develop a greater understanding and knowledge of famous artists and their work, which inspires them and the quality of their own artwork. As pupils progress through the school, they practise and build on their key art skills becoming increasingly capable and confident artists themselves.

Intent – We aim to...

At Willow Bank Infant School, our Art curriculum teaches children different artistic techniques and in each year group provides new and engaging opportunities to **paint, draw, sculpt, sketch, illustrate and create!**

Our children are given the means to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, line and form to produce pieces of art.

We also teach children the **relevant language** needed to discuss and describe art, to reflect on their own work and the work of others.

Implementation – How do we achieve this?

In EYFS we develop every child's imagination, creativity and freedom to explore different materials and their effects. Varied art learning opportunities are carefully built into each topic. Key skills are revisited within the year to allow and encourage repetition, consolidation and progression. Throughout KS1, teachers plan Art carefully, using medium term plans to ensure key objectives are met and ensure progression of understanding/knowledge and key skills, always including a practical element to practise and demonstrate these. **Key vocabulary** and an opportunity for children to **reflect on and evaluate** their learning is built into each unit of work. In each year group area, teachers ensure children's artwork is displayed and celebrated.

Diversity

We carefully choose, learn about and explore the lives and work of inspiring and diverse artists from a range of different countries, backgrounds and time periods. Children are encouraged to discuss and analyse different artworks and form their own opinions and responses as well as look for taught skills, techniques and approaches.

Sketchbooks

Sketchbooks are a central part of each child's Art journey here at Willow Bank Infants School. We begin using our sketchbooks in EYFS and these follow us up through the school and into KS2 to give us a wonderful overview of all our art learning and development. Our sketchbooks help track our progress and show our skills based learning as well as our understanding of focus artists, their work and the key vocabulary we know and use.

Key concepts

Creativity, expression, independence.

Our skills based key concepts are taken directly from the National Curriculum:

Drawing, painting and sculpture.

Line, shape, form, space, tone, colour, texture.

Vocabulary and Oracy

5 key words are included in all our planning to reflect the main learning of the unit.

This clear focus helps all learners know and retain the essential vocabulary and essence of the topic.

Discussion is a key element of our art curriculum - all lessons encourage regular talk, evaluation and feedback, promoting oracy and encouraging the full participation of all learners.



Implementation ctd. – How do we achieve this?

Assessment

In EYFS children talk about their work and techniques used. In KS1, this develops into reflecting on their own work and commenting on how it could be improved. We also encourage kind and respectful peer assessment and feedback. Teachers give regular verbal feedback in each lesson, reflecting on children's individual strengths and points for improvement, celebrating and praising learned techniques and successes.

Lowest 20%

The use of oracy and discussion supports all children to share ideas and speak in full sentences. It also allows opportunity to reflect on children's ideas and for them to develop, hone and improve them verbally, in the learning moment. Personal opinion and individual response are encouraged and children's confidence grows through this. We use working walls to refer back to prior learning, display key vocabulary and celebrate all children's artwork.

Professional development

Our Art lead has attended all SLA meetings this year and participated in an Art review at a local primary school. We have used the expertise and knowledge gained from this to inform our practice in school. This has been shared in a staff meeting and through discussions between year groups as to how to improve and streamline whole school practice. Our Art lead will be attending further training in the summer term to develop understanding in assessment in Art.



Impact – How will we know we have achieved?

Children's Art work is displayed and celebrated around the school, including:

- In school and class assemblies
- Classroom displays
- Sharing work with parents at termly tray days

Children are confident in expressing themselves through different art mediums and demonstrating the varied skills they have learned to achieve desired effects. This can be clearly seen in the work they produce – sketchbooks and displays.

SEND and Disadvantaged Progress

The creative, personal and flexible nature of art allows all children to express themselves without constraint, irrespective of individual need or difficulty. For the teaching of more formal concepts, including historical information, key vocabulary and techniques, we discuss all our learning together and regularly revise, recap and consolidate all key vocabulary and knowledge to ensure full understanding and retention. All staff know who our SEND and disadvantaged students are and will be aware of this when planning, grouping, supporting and responding in lessons.

Cultural capital, inclusion and diversity

We plan opportunities to enhance our Art curriculum and develop children's love and enjoyment of art and freedom of expression. Artistic activities are built into visiting workshops e.g. The Great Fire of London workshop in Year 2. Our range of focus artists and teaching and learning about them and their lives, ensures opportunities to understand and explore different cultures, diverse ideas and people with lives and experiences both similar and different to their own.

Curriculum links

Key art skills, techniques and vocabulary are invaluable across our curriculum and are used regularly across our year groups. For example studying, drawing and recording the changes of the seasons, habitats and plants in Science, creating art pieces for stimulus or in response to for poetry, stories or drama, designing projects in DT, reflecting on learning such as stories from the Torah in RE.

Children can speak eloquently about their own art work and the art of others, including famous artists. They can explain artistic choices and techniques using appropriate and relevant vocabulary.

Children are well supported in lessons and independence is fostered to develop their key art skills, both in this subject and across the curriculum. Individual expression and creativity allows all children to flourish.

