Art Rationale

"**Lister Primary Art Rationale**

"Together We Learn, Together We Grow"

Our school motto is at the core of what makes Lister Primary School unique. We are an inclusive school where children are at the heart of everything we do. It is a place where everyone feels like they belong and are supported. We are a family.

Our Vision is:

- To provide a safe, happy, caring and inclusive school where **ALL** are encouraged to succeed academically, socially and emotionally.
- ALL are treated with respect and kindness.
- To create an environment which promotes a genuine love of learning and empowers ALL to become independent, learners for life.

Our Core Values

We promote and teach four core values to our pupils that will ensure they develop the skills to be good citizens in the future. It is our values that determine our thinking and our behaviour. They are the principles, standards of life stances that act as guides to our behaviour.

Intent

At Lister Primary School we intend to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design confidently. We believe artistic experiences fuels imagination and in turn imagination fuels creativity.

We offer high quality provision using first hand experiences such as the school grounds, the local area and the Tate Gallery in Liverpool. Other starting points include images and artefacts for the children to touch, scrutinise and be experimental with using both in and outdoor environments. The children will have the opportunity to work on different scales using a wide range of materials and media. Through focused days or themes the children will have the opportunity to work with professional art and craftspeople raising aspirations and improving specific art skills. Other links, for example SMSC may involve art work responding to sensitively emotive themes.

Key drivers:

- To provide an exciting and engaging Art curriculum that is accessible to all pupils.

- To provide a culturally rich Art curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the Art curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

Implementation

Lister Primary School follows a broad and balanced curriculum with topic and cross curricular links. Throughout the year specific Art skills are taught through three main units of work; drawing, sculpting and painting. These units are taught half termly and relate to the topic. Skills are progressed within a particular year group and across the age phase. This ensures knowledge, understanding and skills are deepened and challenge is embedded.

All lessons are taught sequentially to ensure learning builds on prior knowledge and that learning is deepened in each lesson. Taught concepts are revisited in different contexts to ensure learning is memorable. This ensures our children can make connections and make progress. The national curriculum aims are as follows;

- 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

In addition, children will have the opportunity to practise and apply their new skills and techniques through continuous provision which has a media rich environment.

As a result of undertaking studies of artists and craftsmen throughout the year, the children will be able to improve personal skills and learn how to appraise their own and known artists work.

Focused days will create opportunities to experiment with different art techniques such as weaving, textiles, collage and printing.

Personal interests are embraced and children's ideas valued promoting confidence and deeper knowledge skills and understanding inspiring all to enjoy, achieve and succeed. Work will be celebrated in topic books, sketch books, displays and through competitions celebrating not only the finished product but the process involved

At Lister Primary School we offer a broad range of extra-curricular opportunities to enhance learning and enjoyment by providing a range of clubs lead by staff and specialist coaches. Art is often a club well attended by our pupils and a great opportunity to practise their skills. We often showcase the

pupils work from Art Club in the school and use the children's work to drive whole school projects such as cards for Relationship Day.

Homework topic books are shared half termly and include suggested topic related activities for families to enjoy. Many families embrace these topics and the children love to share their learning through various Art and Craft products they have created. The school show the value of these products by displaying them for all to see on topic board displays.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit to every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books including their Art books during open afternoons and parent evenings, to support their child in responding to their teacher's feedback. Parent comments are added to topic books to share their view on progress, enjoyment and attainment. Lister Primary School shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

Impact

Art and Craft embeds the whole curriculum consequently is given high priority at Lister Primary School. Through personal first hand experiences, the children will learn to appreciate the visual elements in their place and be able to interpret what they observe, communicate what they think and feel, or make what they imagine and invent.

Through progressive skills taught, then revised, this will enable the children to remember and build on previous knowledge, skills, techniques, vocabulary and styles.

We want children to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our staff are skilled in teaching the different elements of Art and Design which ensures all of our pupils make progress which we see as knowing more and remembering more of the intended curriculum over

time. We hold ambitious endpoints for our children and target children who are not achieving the expected levels of development with precision teaching (e.g. fine motor skill development).

We ensure all staff receive CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and marking and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed formally by their class teacher at the end of each unit and the data is logged onto the school system and used by the Art Lead, Assessment Coordinator and Senior Management team who track pupil progress. Children not meeting the expected levels are targeted and will receive additional support through precision teaching or continuous provision support to strive towards meeting the expected levels.

In order to ensure consistency in assessing the Art leader is compiling an example of work from each year group exemplifying the range of skills in a particular year group at different times of the year. This will be used to measure levels of development in order to help assess Art.

At the end of each year, teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a subject monitoring, review and evaluation which includes:

- Book scrutiny Pupil Voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team twice a year by completing a report which monitors data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.