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# ART SUMMARY-Intent, Implementation and Impact

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## Intent

### Art

**“Art is a place for children to learn to trust their ideas, themselves and explore what is possible.”**

**Maryann F. Kohl**

The intention of arts in education is that it boosts children’s self-esteem, improves well-being and provides them with transferable skills that can in turn have a positive impact on academic achievement.

At St. Augustine’s School, it’s our intention to ensure that by the end of their primary education, our children will have experienced an enriching curriculum in art building up the key skills to enable them to become proficient in the areas of drawing, painting, sculpture, textiles, printing and digital media whilst also building upon their ability to reflect on their work and to appraise the work of others.



## Implementation

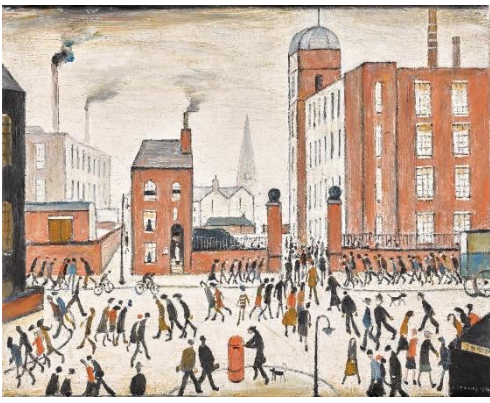
- Art is taught in half termly units with teachers planning a progression in skills over the course of the unit.
- Careful planning ensures that over the course of an academic year, the children’s skills have developed in drawing, painting, sculpture, textiles, printing and digital media.
- Alongside this, the children are taught to consider the work of artists and to sometimes use the examples of artists to influence their own work.
- Children are also taught to reflect upon their own work during a lesson or over a series of lessons and to consider ways their work could be improved. Opportunities are provided for children to improve their work in art.
- Children are also taught to appraise the work of artists and to help their friends appraise their work through paired discussion.
- Children are given opportunities over the course of the year to work with a range of media and tools to develop their experience and skills.
- When teachers plan for art, they ensure that the vocabulary introduced to the children is age appropriate for the skills they are teaching and that this vocabulary builds up progressively from YR to Y6, developing the children with the language of art that will help them in their secondary school lessons in Art and Design.
- The curriculum is structured in such a way that the children build upon previously acquired skills progressively. They are required to recall previous learning to help them develop their skills further. By working in this way, we aim that when they leave us in Year 6, the children are prepared to further their enjoyment and experience of Art in Secondary School.
- Art skills are assessed through key questions. The children’s responses to these key questions allow the teachers to assess the children in terms of their skills development in drawing, painting, sculpture, textiles, printing and digital media. It ensures that teachers can then carefully plan for the next steps in individuals learning.

## Impact

- The impact of our curriculum is that we have children who are equipped to participate fully in the next stage of their learning in Art.
- Children are provided with fluency of skills and knowledge, equipping them with the ability to apply their learning in area to other areas of the curriculum, for example, studying the work of Picasso in Reception allows children to look closely at shape in Maths and the work on Lowry in Year 5 allows children to understand aspects of the conditions for workers at that time when studying History.



Bust of a Woman 1944  
Picasso



The Rush Hour 1964 L.S.Lowry

- To help achieve high expectations, the art curriculum is monitored by the Art Co-ordinator who carries out lesson drop-ins, book looks and speaks to the children using the key questions identified in the skills development plan. In working with teachers, the curriculum is evaluated ensuring that the children gain the best art provision that we can give them.

- The children get the opportunity to display their work at the Summer Art Exhibition, so that their hard work and development of skills can be shared with the wider school community and parents.