

St. Peter's Catholic Primary School, Gloucester

Art Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive Art curriculum that maps out the knowledge and skills that we want our children to learn and experience in Art.

The EYFS curriculum is the start of every child's journey to becoming an artist. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming an artist include:

Expressive arts and design:

- develop children's artistic and cultural awareness to support their imagination and creativity
- provide children with opportunities to engage with the arts
- enable children to explore and play with a wide range of media and materials
- develop understanding, self-expression, vocabulary and ability to communicate through the arts
- interpret and appreciate what they observe

Other EYFS strands:

- make sense of the physical world around them (Understanding the World)
- provide fine motor experiences, developing sensory explorations and the development of a child's strength and co-ordination (Physical development)
- develop an understanding of special awareness (Physical development)

Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development, including:

- children's back-and-forth interactions in any form
- the number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment
- staff commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added
- staff building children's language effectively
- reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems
- providing extensive opportunities to use and embed new words in a range of contexts
- conversations, story-telling and role play, where children share their ideas with support and modelling from their teacher
- sensitive questioning that invites children to elaborate

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- children becoming comfortable using a rich range of vocabulary and language structures

From Y1, the children work progressively towards the National Curriculum for Art which 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

Our Art curriculum is designed to:

- revisit and build upon prior learning within Art and to make links across all Arts. Retrieval opportunities, such as low stakes quizzes, are planned in Art and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in Art

In implementing the curriculum, we ensure that teaching in all Arts incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include developing Art-specific skills or memorisation techniques linked to an Artist's work
- **metacognitive strategies** are what we use to monitor or control our cognition, for example considering which cognitive strategy is the best fit for a task

In implementing the Art curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

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Curriculum INTENT Statement

<p>At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, <i>Laudato Si</i>, 2016).</p>						
<p>Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.</p>						
<p>It is our intention that the St. Peter's Curriculum will:</p>						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
<p>Talents – curriculum, enrichment and extra-curricular opportunities</p> <p>Faith</p> <p>RE curriculum</p> <p>Disadvantaged and SEND and PP</p>	<p>Responsible citizens: Local, National International Fund raising</p> <p>Global challenges: <i>Laudato Si</i> & <i>Frattelli Tutti</i></p>	<p>Inclusion: SEND Disadvantaged Other Cultures and beliefs</p> <p>Gospel message CST – social justice and help those in need</p>	<p>Think deeply: mastery and enquiry questions</p> <p>Successful learners: lifelong learners Aspirations Growth <i>mindset</i> RP</p> <p>Confident individuals: Self-regulation & Metacognitive strategies</p> <p>Role models</p>	<p>Retrieval</p> <p>Spiral curriculum – golden threads</p>	<p>Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers</p>	<p>Parental engagement</p> <p><i>Oracy</i> and reading</p> <p>Cultural capital</p>

The Art curriculum is implemented through both year group themes (which are driven by high quality text which aim to enhance the children's understanding of specific Arts and promote a love of reading) and as a stand-alone unit linked to a focussed Artist or Artistic study. Art is taught regularly throughout the year.

Our spiral curriculum has 7 golden threads; Colour, Shape & Form, Line, Space, Texture and tone (the formal elements of art) which link and build upon prior learning in Art.

The Art curriculum is implemented following the Art coverage document and progression is detailed in the Art skills progression document.

Vocabulary development in Art is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in Art but across the whole curriculum. Our Art vocabulary progression document shows how we actively develop vocabulary in Art.

Finally, we use assessment to check pupils' understanding of what the Art curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.