



Curriculum Intent, Implementation and Impact Statement

Art and Design

Intent

At St Charles Borromeo we have designed a curriculum which we believe will prepare our children for life beyond primary school. Everything we do is underpinned by our Gospel values and ethos, with 4 key words highlighting our learning journey through school, namely:

Grow, Learn, Work, Follow

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish, and with those both near and far, to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Our aim is for all of our children to:

- **Grow** to be confident, inquisitive and reflective learners who take risks and persevere
- **Learn** to be respectful and tolerant children who are kind to themselves and others, so that they can be the best that they can be
- **Work** independently and collaboratively with self-discipline and resilience
- **Follow** the example of Jesus to live out our faith and values in an ever changing world

At St Charles, we believe that our role is to support the development of the whole child; offering them rich and meaningful experiences that will help them build a secure foundation for their learning. The mental wellbeing of every child is crucial to their development. Our Art lessons provide opportunities for children to express themselves - who they are as individuals and how they interact with others – and is a fundamental part of their learning journey. Our teaching of Art supports this wholeheartedly, providing every



child with a way of expressing themselves creatively whilst developing key life skills in the process. Art supports the development of children's resilience, independence and risk-taking as children are encouraged to explore the different styles and apply this in their own work. In addition to this, children are encouraged to reflect on the work they have produced.

Implementation

Art is taught as a discrete subject for three half terms (or over half of the year). Where possible, cross curricular links are made in addition to this throughout the year especially in RE, English, History, Geography and Maths. There is also an art club that runs after school offering provision for Reception/KS1 and KS2 pupils and a one off Christmas craft session also afterschool for both KS's. This club also aims to target pupil premium children.

The Art curriculum is taught following the National Curriculum, through a knowledge and skills based approach. The key knowledge and skills are planned for key phases: EYFS, KS1, Lower KS2 and Upper KS2. Within this, the key skills have been broken down into specific year groups to ensure there is coverage and progression across the school and children can build on their prior learning year on year. In every lesson, we strive to challenge all children to grow from their starting point, supporting and scaffolding tasks to help every child achieve. Throughout the year, children are given the opportunity to work with a range of resources, exploring the effects they can make and how they can be combined to create new effects.

Children are also offered wider opportunities to explore Art. The School Council visit the National Gallery to look at religious art and look at architecture in Parliament to help develop their knowledge of History, for example Emiline Pankhurst. We use our outdoor area to link nature with art, also making links with RE and PSHE to help children appreciate the world around them.

We believe that celebrating all areas of success are important and encourage children to share work they complete at home with their class teacher and the head. Their art work is shared during whole school assemblies to inspire others and is displayed around the school to boost self-esteem and pride in their learning.



Throughout the year, children are given the opportunity to take part in competitions that run both across the MAT and externally. The children have also taken part in art based competitions for RE and PSHE, further promoting the application of key skills into other areas of their learning. These have been thoroughly enjoyed by the children.

During school masses Father Con regularly makes reference to the art work inside the church, explaining their context and drawing children's attention to symbolism within the art work. Last year we were also presented with a painting from a local artist to hang in our entrance way of St Charles Borromeo. He spoke to the children and offered them the opportunity to ask questions and inspired them to create their own art.

We also work within the community to produce work that is shared with our parish and beyond. During lockdown we used art to bring comfort to those who were living alone and in local nursing homes as a reminder that we are all one community, showing our core values in action.

Impact

Over the last 3 years we have seen a significant improvement in children's development of their art knowledge and skills. After looking at a range of books across the school, it is clear that the children can identify the skills they are using independently and they demonstrate a good understanding of colour, line and texture. It is also evident that after adopting a knowledge and skills based approach that the children have a much wider provision of art offered to them, using different media and having more emphasis placed on exploration and implementation of the skills to promote independence. Pupil voice has demonstrated that children enjoy their art lessons and can talk confidently about what they are learning.

We assess Art using the I Can statements, which also help children become more articulate at talking about the skills covered within each year group.