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| Art and Design Intention at St Ignatius“Every child is an artist. The problem is how to remain an artist once they grow up.” - Pablo Picasso |  |
| ‘Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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.’ (National curriculum programmes of study for art and design) |
| **Intent**At St Ignatius, we believe that the teaching of art and design is a vital part of our children’s education. It provides them with opportunities to develop the skills and confidence to express their individual creativity, as well as encouraging them to think critically and to understand the contribution of art to many different cultures.It is our intention to provide our children with a high-quality education in art and design throughout the school, from the very youngest pupils in Nursery up to Year 6. They will develop skills in a variety of techniques and will also learn to talk about their own and others’ art. They will be encouraged to build up resilience as they evaluate, practice and refine their work. Through the progression within units of work and as they move up the school, we intend to support and challenge our children, allowing them to develop as artists. Most importantly, we want to foster a love of art within our school and ensure that when they move on from us, our children have the knowledge, skills and confidence to express themselves artistically.Through our teaching of art and design we aim to:* Fulfill the requirements of the national curriculum for art and design;
* Provide a broad and balanced curriculum;
* Ensure the progression of skills;
* Enable children to observe and record from first-hand experience as well as from their imagination;
* Develop the children’s competence in the use of different tools and materials;
* Allow children to explore a variety of techniques and processes;
* Equip children with the language to talk about their own and others’ art;
* Build on children’s knowledge of famous artists, designers and craftspeople;
* Make cross-curricular links;
* Emphasise diversity within the art world;
* Explore the importance of art within society;
* Allow all children to reach their potential;
* Foster a love of art within our school.

**Implementation**At the beginning of each academic year, all classes focus on their class name as a route to learning. This includes a variety of artwork created from a range of starting points. There are also many other opportunities for art throughout the year. These include: discrete art lessons, art within other subjects, Art Club (run after school), Art Day (run annually) and educational visits.**Early Years** Children are given opportunities to create through continuous provision, which allows free access to art materials. Teachers and other early years practitioners support the children as they explore the materials and processes, and move their learning on, as and when appropriate. They encourage the children to talk about their work and to use a variety of tools to make their art. A big emphasis is placed on fine motor skills and the development of mark making with a range of media. The children are introduced to sculpture through the use of sand, play dough, junk modelling and other malleable materials. Work is displayed and celebrated regularly, as well as being uploaded to Tapestry as evidence of achievement.**Key stages 1 and 2**Children have discrete art lessons as well as opportunities for art within other subjects. Art lessons are taught in units, each lasting for half a term. Each year group studies 3 units per year. Teachers plan lessons, taking into account our *progression of skills* document, which ensures progression across the school in drawing, painting, sculpture, other techniques, and developing ideas about art. Units of work will typically include looking at the work of artists or craftspeople, practicing specific skills, designing, making and evaluating.Children use sketchbooks as a record of work done, but more importantly, as a place to practice and refine ideas. They explore and learn new techniques and skills, trying them out in their sketchbook. They then refer back to their ideas when planning a final piece of art.**Impact**The impact of teaching art and design at St Ignatius will be that all pupils:* Have access to a broad and balanced art and design curriculum in which they are taught to use a range of tools and materials;
* 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.

 **Assessment**Teachers give verbal feedback within the lesson, encouraging children to constantly evaluate what they are doing and think about next steps. At the end of each unit of work, teachers use the art and design assessment document to highlight the skills taught on the *progression of skills* document (pink for Autumn term, green for Spring term and yellow for Summer term). They also assess individual children as working *towards*, *working at*, or *greater depth* in relation to these skills. A ‘best fit’ model is used for this.Children’s work will be evidenced in two places; in their individual sketchbooks and as photographs kept on file. This allows teachers to look back at the children’s past achievements to inform planning, and also for artwork to be displayed and/ or sent home to be celebrated. |