

# *Art the St Anne's Way*



‘Every child is an artist’- Picasso

# National curriculum

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.

. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Vision**

We aim to provide our children with the opportunity to develop their creative skills. Our approach to art is to allow children to practice self-discipline, self-reflection, commitment and work ethic. We aim to provide children the understanding and confidence to discuss great art and artists in detail sharing their own opinion and reasoning as well as the techniques that the artist used. The result is children who, not only have a secure educational foundation, but also have the ability to think outside the box and channel their creativity, enabling them to succeed in this rapidly changing world.

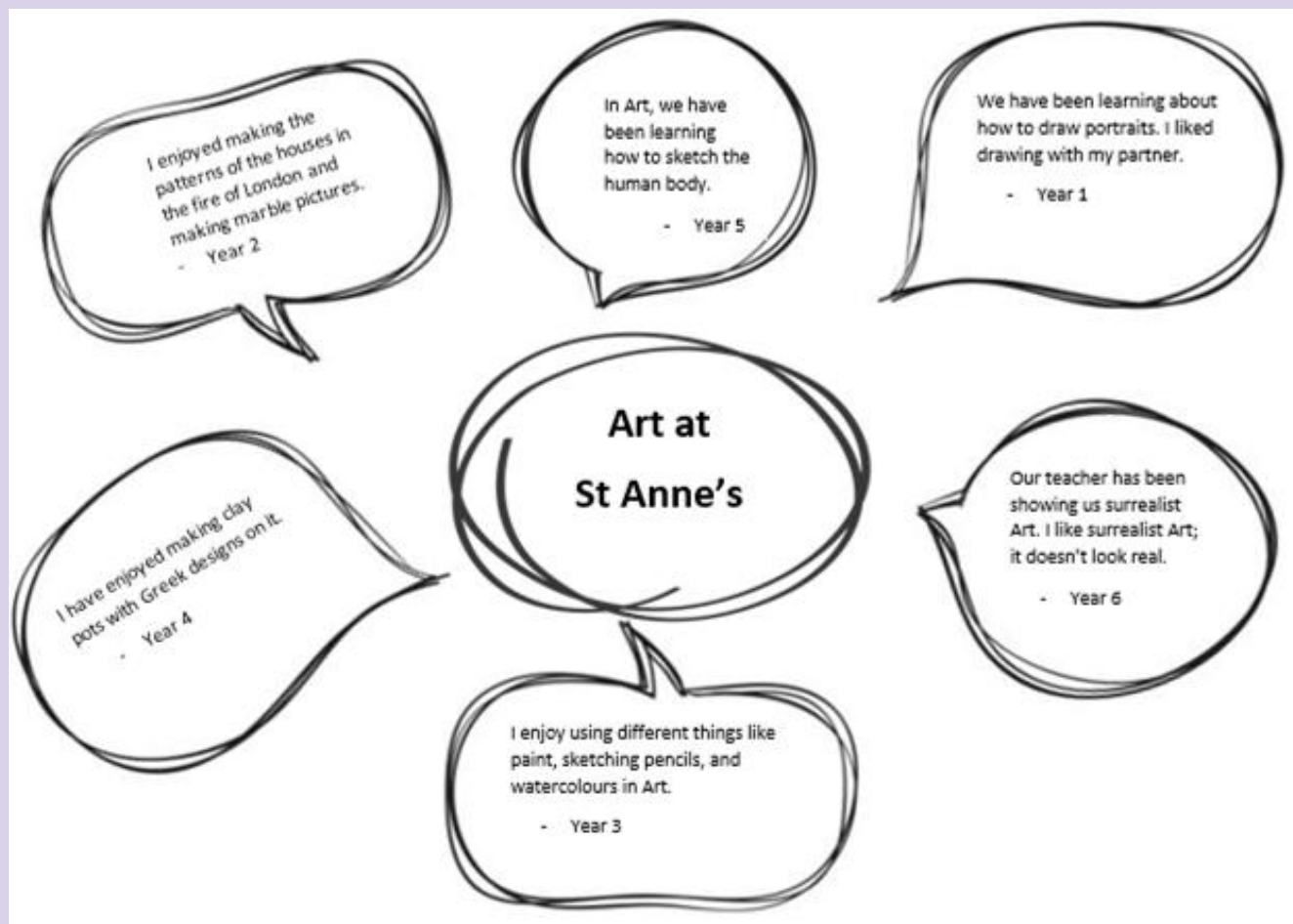
## **Concepts**

Our concept led curriculum allows the children opportunity to begin to develop key art skills such as drawing, painting, sculpture and other medias inspired by artists.

**Design:** Our Art and design curriculum is knowledge and skills based and vocabulary rich, which enables our children to leave school inspired by a range of artists, designers and creators. Throughout their learning, the children are encouraged to think creatively and discuss their ideas as well as working cooperatively to develop their skills and evaluating the own work.

**Vocabulary:** Each topic is bursting with rich vocabulary to broaden the children's understanding of the topics they are studying. At St Anne's we place great importance on the use correct technical vocabulary.

# Pupil voice



# Intent

At St Anne's RC Primary school, we strive to provide our children with the confidence, knowledge and skills to create and discuss various art forms. We aim to provide children opportunities to explore, experiment and create different forms of art and design. We hope to inspire them to explore their own creative and innovative ideas within art and design based on the knowledge and skills they have gained and to become creative citizens. We aim to allow children freedom within their art work to explore and express their own ideas to promote their individual liberty. Each unit of work, which is linked to their learning topic and provides children with the opportunity to learn new skills and build on prior learning.

Our art curriculum is taught based on the National curriculum 2014. We offer a broad range of art forms throughout children's school experience, and have planned for each art form to be visited at least twice. This is so that children are able to build upon their prior knowledge and progress their confidence and skills within this specific art form.

We focus specifically on

- Children's ability to come up with their own ideas
- Children's ability to understand and execute skills to create a desired effect
- Children's ability to evaluate their own and other pieces of work in a constructive way
- Children's knowledge of the unit and key artists

# Intent

In order to allow children to come up with their ideas, units begin with an opportunity for children to explore what is out there. The children will always focus on a specific skill as well as an Artist. Art is taught in a way that children are able to explore and experiment with different media in order to make their own discoveries.

We introduce and revisit different media throughout the key stages so that children are able to master the skills of each media as they move through school. After being able to explore different media, children will be guided and taught specific skills to create desired effects. These skills are progressive throughout the school and will allow children the opportunity to practise and perfect these skills. These skills will be practised in a very hands-on way in order for children to gain an understanding of the effects they are able to create.

At St Annes, we focus specifically on the skill of drawing. We have identified that drawing skills create the basis for most other art forms and therefore felt that it was important to provide our children with an extensive drawing roadmap throughout school. Each year the group will cover a unit on drawing. Drawing is progressive throughout the school as a new media or skill will be introduced for each year group.

It is important for us that children gain a knowledge of art literacy in order for them to gain confidence in discussing and evaluating pieces of art. Children will be taught key language about the key elements of colour, tone/form, line/shape and patterns/texture. The vocabulary taught progresses through the school in order to provide a breadth of vocabulary in Art. This will allow children to be able to confidently discuss these elements when evaluating works of art. We aim for our children to be able to evaluate in a constructive way and have the knowledge to be able to set their own, and their peers' next steps. This evaluation process has a clear code of conduct to support the Rule of Law in order for our children to feel safe when sharing their opinions.

We teach our children about great artists, creators and designers in order for them to understand and experience key moments within the history of art. These artist's are used to drive children's interest in art and to see how art is an expression of oneself and inspire every student to explore their own personal creative identity. By focusing on these artists, children are given the opportunity to compare and contrast the key elements which artists have used. We have focused on artists and topics from a diverse range of backgrounds and countries to ensure that our children can see themselves in the art no matter what their background may be. This encourages children to respect and be tolerant of other cultures.

# Units of work

Each of our Art units, has been created using the National Curriculum objectives as well as focusing on specific skills inspired by Artists and designers.

Our main three areas that children will cover include drawing, painting and sculpture. Children will also look at other medias throughout their time at St Anne's.

During every unit, the children will have a chance to develop the skill of drawing.

Each unit of work we try to link with the topics covered in that half term.

Nursery	Autumn 1 All about me/ Superhero	Autumn 2 Woodland/ Farm	Spring 1 Terrific tales/ Tales from around the world	Spring 2 Africa/ Australia	Summer 1 Growing- flowers and fruit/ minibeasts	Summer 2 Castles, Knights and Dragons/ Under the sea and Pirates
Reception	All about me/ Superhero  Drawing Portraits	Woodland/ Farm  Painting Colour mixing	Terrific tales/ Tales from around the world  Collage	Africa/ Australia  Painting/ print Pattern making	Growing- flowers and fruit/ minibeasts  Drawing/Painting draw and paint what you see	Castles, Knights and Dragons/ Under the sea and Pirates  Textiles design flag
Year 1	Drawing starter- circles  Drawing portraits		Drawing starter- Drawing lines Landscapes Painting- poster paint  Artist: David Hockney		Drawing starter- Drawing triangles  Sculpture- Making birds	
Year 2		Drawing starter- lines with a ruler  Drawing unit- Explore and draw (Access art)		Drawing starter- squares  Extreme Weather Painting-water colour  Artist: Hokusai		Drawing starter- rectangles  Seaside Drawing- graded pencils Sculpture- recycled materials  Artist: Angela Haseltine Pozzi
Year 3		Drawing starter- cubes  Drawing- Prehistoric Art Cave art- Access art		Drawing starter- spheres  Abstract Art Painting- acrylic Digital Art  Artist: Jackson Pollock, Alma		Drawing starter- cylinders  Sculpture: Exploring stories through drawing and making (Access art)
				Thomas, Kandinsky		
Year 4	Drawing starter- Hollow cubes  Drawing: Story-telling through drawing.			Drawing starter- overlapping spheres  Greek art Drawing-graffito Sculpture- clay- graffito		Drawing starter- Pyramids  Painting: Exploring still life
Year 5	Drawing starter- continuous line drawing  Anatomy Drawing- viewframes  Artist: Da Vinci		Drawing starter- Human eye  Dragon Eyes Drawing- gel pens, charcoal Sculpture		Drawing starter- C How to draw a tree  Painting: Landscapes (Access art)	
Year 6		Drawing starter- human face  Painting- Surrealism  Artist: Salvador Dali		Drawing starter- tower in two perspectives  Drawing- Architecture		Drawing starter- lettering in two perspectives  Sculpture- 2-D to 3-D (Access art)

# Concepts

- The ability for children to develop themselves as effective independent and interdependent learners, allowing them to develop their own creative ideas through various starting points in the curriculum.
- The mastery of techniques such as: drawing, painting, collage, sculpture.
- To be able to take inspiration from the greats (classic and modern).



# EYFS

In EYFS, children are given the opportunity to learn new skills such as drawing, painting and sculpture each half term in focused group activities linked with their topic. Children also learn about artists and designers and have the opportunity to experiment with different medias. In continuous provision, children are able to revisit Art skills in their environment.



# KS1

In KS1 children begin to develop their drawing skills by focusing on drawing different shapes and lines. They also focus on mixing colours and creating different tints and shades. The children also have the opportunity to use a range of different medias to experiment with in Art.

Each unit focuses on a range of different artists from different cultures and backgrounds.



## KS2

In KS2, the children continue to develop their drawing, painting and sculpture skills from KS1. They also begin to look at different medias including clay, textiles and other medias.

In KS2, they will also begin to become more independent learners who take inspiration from a range of classic and modern artists while also being able to reflect on their work.

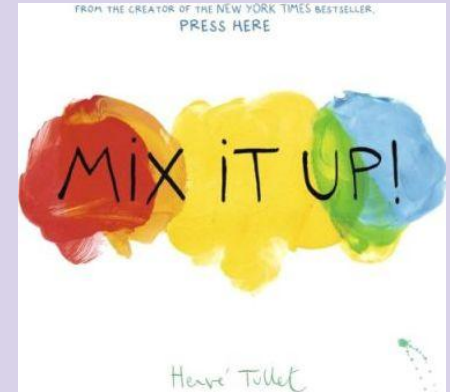
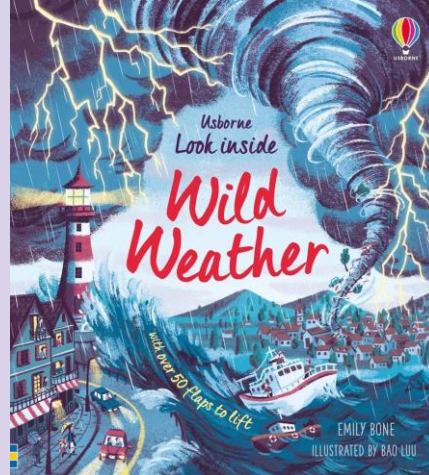
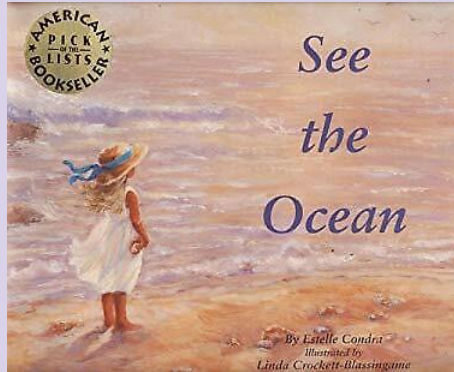
# Approach to teaching

We aim to provide our children with the opportunity to develop their creative skills. All pupils' access direct art teaching and this learning makes links to other areas of learning. Children benefit from a range of art opportunities including drawing, painting, photography, sculpture, collage and textiles.

Our approach to art is to allow children to practice self-discipline, self-reflection, commitment and work ethic. We aim to provide children the understanding and confidence to discuss great art and artists in detail sharing their own opinion and reasoning as well as the techniques that the artist used. The result is children who, not only have a secure educational foundation, but also have the ability to think outside the box and channel their creativity, enabling them to succeed in this rapidly changing world.

# Link with English and Maths

- Drawing 2-D and 3-D shapes
- Art units are where possible linked to a text
- Children will often reflect on their work in written form where possible



# Year group overview example

Year 2	Substantive Knowledge		Disciplinary Knowledge	
Autumn	<b>Drawing</b> Explore and draw	<ul style="list-style-type: none"> <li>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect lines.</li> </ul>	Skills	<b>Composition:</b> Collecting materials and placing them in a composition. <b>Lines:</b> Using different lines in observational drawings. <b>Shape:</b> Exploring different shapes when drawing different objects.
			Examples and vocabulary	Artist, collectors, explorers, natural materials, Composition, colour, size, material, shapes, Continuous line drawing, lines, shape, Natural objects, graphites, wax resist crayons, watercolour paints, ink, lines, shape, composition, lines, colours.
			Artists/ Links	Andy Goldsworthy Alice Fox
Spring	<b>Painting- Extreme weather</b>	<ul style="list-style-type: none"> <li>Develop brush control and experiment using different brushes and brush strokes to create a variety of effects.</li> <li>Begin to control their brushstrokes to try to leave no gaps or messy edges</li> <li>Consider emotions linked to colours</li> </ul>	Skills	<b>Line:</b> understand the importance of an outline <b>Form:</b> explore why lighter colours appear closer and explore this in their work <b>Colour:</b> make finer variations of secondary colours <b>Pattern:</b> create original patterns and textures
			Examples and vocabulary	Colour choice, feelings, outline, brushstroke, motion/movement, hot colours, cool colours, colour wheel
			Artists/ Links	Artist: Hokusai
Summer	<b>Drawing and Sculpture</b> Seaside	<ul style="list-style-type: none"> <li>Cut, form, tear, join and shape recycled materials to create forms and make things they have designed/seen</li> <li>Make simple plans for making, deciding which task needs to be done first and allowing time for drying and completion.</li> <li>Modify materials by tearing, cutting and finding ways to reassemble their piece</li> <li>Add features to their recycled materials <u>sculpture</u></li> <li>Use a variety of materials to create textures and patterns</li> <li>Greater skills and control when using formal elements to draw using simple lines and geometric shapes</li> <li>Greater control of pencil pressure to create tones and shadows</li> <li>Experiment using a variety of graded pencils and the effects they can create using them</li> <li>Consider perspective and how this changes their drawing</li> <li>Consider the difference between 2D and 3D</li> </ul>	Skills	<b>Shape:</b> create lines which emulate what they have seen <b>Form:</b> create a piece of clay work which is cut, shaped and decorated appropriately <b>Space:</b> using the whole page <b>Texture:</b> add shadows to their drawings. Draw and create patterns and textures
			Examples and vocabulary	Bumpy, ridges, smooth, round, straight, natural, shade, shadow, darker, lighter, pressure, roll, knead, cut, shape, join, tear, features, 3D, 2D
			Artists/ Links	Artists: Angela Haseltine Pozzi

# Progression of skills example

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line &amp; using simple 2D geometric shapes when drawing.</p> <p>They explore the concept of light &amp; dark, learning how to create both values and controlling them to make tones.</p> <p>They practice shading tones neatly &amp; accurately. Pupils learn how to control the pressure of their drawing materials.</p>	<p>Greater skill &amp; control is evident when using the formal elements to draw, e.g., using simple lines &amp; geometric shapes to create forms.</p> <p>Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching.</p> <p>Increasingly able to shade areas neatly without spaces &amp; gaps. Identify &amp; draw detail, texture, pattern.</p>	<p>Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones.</p> <p>They further practice shading tones with few gaps, that are neat to the edges.</p> <p>They can more effectively blend shading and can rub out rough edges or refine them.</p> <p>Pupils develop their confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p>	<p>Develop ability to accurately identify and render 2D &amp; 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order.</p> <p>Make progress in controlling line &amp; shading with graphite, chalks, and charcoal to describe shape, form and light and shade.</p> <p>Practice drawing quick, light lines (sketching) &amp; more deliberate, measured lines.</p> <p>Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p>	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Awareness of various mark making techniques for purpose &amp; intention.</p>	<p>Draw with increasing confidence developing their own personal style.</p> <p>They know how &amp; when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>Learn how to describe form from several different light sources.</p> <p>Know and apply very basic one-point perspective.</p>

# Example of medium term plan

Year Group: Year 1	Topic: Landscapes- Painting, poster paints BIG IDEA:	Term: Spring 1 Length: 6 weeks
<p><u>Environment:</u>  <u>Key Questions:</u>            What different types of lines can you see in the ocean?            What colours can be seen in the ocean?            How might the sea and sand feel?  <u>Images:</u> see planning  <u>Artefacts:</u> shells, sand etc  <u>Texts:</u>  <u>See the ocean by Estelle Condra</u></p>	<p><u>Display, Celebration and Trips:</u>            Pictures from experience days displayed with children's progression of their work.</p>	<p><u>How does this promote British Values?</u>  <u>Democracy-</u> In art and design we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively.  <u>Rule of Law-</u> Undertake safe practices, following class rules during projects and activities for the benefit of all  <u>Respect -</u> In art and design, we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in our projects. Whilst making our own choices, we also know that there are boundaries and we respect these. In the art and design classroom we behave in a way that positively impacts the work and productivity of others. When giving feedback, we are constructive and respectful of others' feelings and viewpoints.  <u>Individual Liberty-</u> Work within boundaries to make safe choices in art and design Make own choices within art and design projects  <u>Tolerance-</u> In art and design we aim to ensure a mutual respect of the different variations of art, artists and cultures as well as affording this respect to the artwork of our peers.</p> <p>Rights and Responsibilities            Aims of Education            Rest, Play, Culture, Arts            Access to information            Freedom of Thought and Religion            Access to Education            Respect for Children's views</p> <p><u>Subject Links:</u>            Geography- The UK</p>

Curriculum Drivers Focus:

**Knowledgeable and Reflective Learners**

- become free thinkers and act powerfully
  - ask and generate questions - be inquisitive and develop a curiosity of the world around them
  - seek, evaluate and critique knowledge
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- challenge ideas and concepts
  - promote optimism and determination as a learning behaviour
  - raise aspirations to broaden our children's horizons
  - evaluate their strengths and limitations as learners
  - review their work and act on outcomes
  - set themselves realistic goals and criteria for success
  - monitor their own performance and progress
  - invite feedback and deal positively with praise, setbacks and criticism
  - make changes to improve their learning

The BIG Story - Why are we learning this?

Rationale for studying it in y1:

Intro to background and foreground of an image. Children begin to consider placement of an image and textures. Begin to consider landscapes to continue in Y4 Cityscapes.

Previous Learning: na

Progression of Skills:

Skill	EYFS	KS1	KS2
<u>Painting</u>	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash

Skills for this topic

Spring 1	Landscapes	Painting- poster paints	<u>Painting</u> Measure an appropriate amount of paint needed Gather resources needed for the session as well as cleaning and returning them to the art cupboard correctly. Use a brush- how to hold correctly. Explore the effects of holding a brush at different lengths. Recap colour mixing primary and secondary colours. Recap creating tints and tones by adding black/white Add textures to paint to create textures-sand salt etc Paint thick and thin lines using different brushes Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully.	JMW Turner	landscape painting
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## Substantive Knowledge

## Disciplinary Knowledge

Spring	Painting Landscapes	<ul style="list-style-type: none"> <li>Accurately mix primary colours to create variations of secondary colours</li> <li>Measure paint appropriately and look after resources correctly.</li> <li>Creating tints and shades adding black/white to a colour               <ul style="list-style-type: none"> <li>Begin to identify the background and foreground of a landscape image</li> </ul> </li> <li>Experiment with textures and link them to their senses. Use textures to represent their ideas.</li> <li>Make considered choices in regards to colour</li> <li>Use a variety of painting tools and experiment with the effects they create</li> </ul>	Skills	<p><b>Space:</b> using the whole page for their image and showing consideration for foreground and background</p> <p><b>Line:</b> Experiment with long and short lines</p> <p><b>Colour:</b> create secondary colours from primary colours, create tints and shades</p> <p><b>Texture:</b> Paint patterns and add things to paint to make texture</p>
			Examples and vocabulary	Primary colours, secondary colours, texture, bumpy, smooth, gritty, background, foreground, tint, shade
		<ul style="list-style-type: none"> <li>Responding to music through art</li> </ul>	Artists/ Links	Artist- David Hockney

<b>Lesson Number:</b> 1 <b>Learning Objective:</b> I can create different types of lines	<b>Key Text and Resources:</b> See the ocean book, interactive whiteboard, sketching pencils, sketchbook	<b>Vocabulary:</b> ocean, sea, water, lines, waves, colour, shapes
<b>Teaching and Learning:</b>  <b>Drawing starter:</b> Spheres (You can draw in 30 days)  <b>Main:-</b> Read the story 'See the ocean' by Estelle Condra. Look at the illustrations and talk about how the <u>see</u> changes and what lines we can/ colours used. Explain in this unit we are going to be creating illustrations about the ocean.  David Hockney and Via Salmon- responding to music through art. Exploring line. Intro- look at artists and explore how they used line to represent water in their work <a href="https://www.tate.org.uk/art/artworks/celmins-ocean-p78336">https://www.tate.org.uk/art/artworks/celmins-ocean-p78336</a> <a href="https://www.tate.org.uk/art/artworks/hockney-a-bigger-splash-t03254">https://www.tate.org.uk/art/artworks/hockney-a-bigger-splash-t03254</a>  Children consider- What sort of lines are they? Does it look like water? What lines represent water, in a swimming pool, or a pond, or the sea, or a river? What colours do you think we would see? What kinds of lines are the artists using? Is water an easy thing to draw or paint? How does light change the way water looks? What colours should we choose to use with this drawing?		<b>Outcome:</b>  The children will create different lines to represent the ocean.
music- <a href="https://www.youtube.com/watch?v=FOCucJw7IT8">https://www.youtube.com/watch?v=FOCucJw7IT8</a>  Children in their sketchbooks will have a go at drawing different lines to represent the water Before playing music again, ask chn to look at and reflect on what they have done so far and make sure their lines connect to those drawn by people on either side of them. Then give chn a direction as to what material or line type they should be using/ making when the music starts. Only drawing when the music plays. While working pause music frequently and call out different words- dark light thick thin wavy straight broken- encourage to experiment- encourage to change materials (markers, pencils, crayons etc) Encourage chn to move around and immerse themselves in music and experimenting with <u>lines shapes</u> and patterns. When you are happy that children have shown an understanding of the different types of lines they can create ask chn to consider- What would live in the water? Chn can draw shells, animals, plants, fish etc. Take lots of pictures to evidence and upload to Shared drive. <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/formal-elements-of-art/lesson-3-line-2-making-waves/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/formal-elements-of-art/lesson-3-line-2-making-waves/</a> pupil video may be useful to play in the background to inspire chn and consolidate expectation.  Plenary- chn discuss which lines they feel best <u>represented</u> the water and which they would like to add to their background from lesson 2.		
<b>Assessment:</b>  Upload pictures to 'Ideas' section Have the children used a range of lines to represent the ocean?		<b>Next Steps / Notes:</b>

# Cultural Capital

Children will learn about key artists and designers as well as developing their drawing, painting, sculpture and other media skills.

They will also experience the following:

- Possible trips to Art galleries
- Working with the in-house artist
- Workshops
- Be apart of the school gallery event

## Enrichment opportunities

At St Anne's, we provide children with the opportunity to visit Art galleries such as Manchester Art Gallery, Whitworth Art gallery and the Lowry Art Gallery.

Children also get the opportunity to work with specialist that come into school to do workshops with the children.

# Impact

At the end of each unit, the children will have built on their skills such as painting, drawing and sculpture which will be evidenced in their sketchbooks. Children will also have a better knowledge and understanding of the skill they have learnt as well as the procedures within their skill. During the unit, they will have engaged with Artists, creators and designers and should have a better understanding of their work.

At the end of the children's time at St Anne's RC Primary School, they will have been exposed to a range of Artists, designers and creators who may inspire them in their future education. The children will have a good understanding of different media such as painting, drawing and sculpture which should allow them to continue to progress in Art throughout their education.



# Assessment

We assess:

Ideas- imagination, developing ideas, using their sketchbooks to explore these.

Making- using their knowledge of materials, exploring different way to use materials, following processes for drawing/painting/sculpture etc.

Evaluating- connecting their previous experiences, observing the effects of their choices, making choices with purpose and intention.

Knowledge- of materials, great artists

We assess this through using the sketchbooks and displays to show the progression of learning.

# Support

## Staff

National curriculum

Website

Subscription to Access Art

Medium term plans

Subject leader

Knowledge and Artist organiser

## Parents/Guardians

BBC bitesize

Website

# Display outcomes



## **What are our school's strengths?**

- **Strong curriculum focusing on the development of skills and subject knowledge.**
- **Progression of skills across the school (on MTP for teachers to access)**
- **Access to CPD for all staff online**
- **A healthy budget that provides children with all the resources they need**
- **Regular release time for subject lead to develop plans, support teachers and observe lessons**
- **Local cluster meetings with Art leads**

## **How can we improve?**

- **Regular pupil voice**
- **Regular teacher and teaching assistant voice**
- **Regular monitoring of the impact of the curriculum**
- **Teacher confidence in different key skills and knowledge**

## **How will we improve?**

- **Regular book looks and lesson drop ins**
- **Art lead to look into more enrichment opportunities such as trips and workshops**
- **Ensure that a drawing starter is completed at the start of each lesson**
- **Art lead to provide staff who are not as confident with appropriate CPD/ support**