**Intent Statement**

**To stimulate children’s creativity and imagination, whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and have knowledge and understanding about great artists.**

At Pinders Primary School we are fortunate to be located in the same area where Barbara Hepworth was born. This is an inspiration for our community to draw upon as artists. The intent of the art curriculum is to engage, inspire and challenge children's creativity and imagination; whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. Children are introduced to a variety of media and are supported in developing the skills to use them independently. A carefully planned curriculum ensures the children have opportunities to revisit and build upon their existing art skills and knowledge throughout the key stages. Art is used as a tool to develop resilience and self-esteem.

Children are introduced to a range of diverse artists; including local artists, their works and their varied styles of art throughout the curriculum. This includes art in the local area, ensuring that children have knowledge of this within their community. Children are encouraged to express their feelings and opinions about different works of art, and value that these may differ with others.

This intent is to be delivered through a carefully structured topic based curriculum, which has a clear sequence of learning. This has been mapped out over a two year rolling program.

**Long Term Overview**

**Knowledge + Vocabulary**

**Skills + Vocabulary**

**Sequence of Learning**

**3-D Curriculum**

At Pinders, we have worked with the Senior Leadership team and subject leader to create a unique curriculum that suits the needs of Pinders’ learners.

Horizontal links (HL) are planned within the termly topic for all subject areas. This strengthens the learnt knowledge and the development of their schema.

Vertical Link (VL) are planned to show where there is clear prior knowledge that is being built upon within individual subject areas.

Diagonal Links (DL) are made where key vocabulary and concepts across different areas of the curriculum are pulled together to strengthen the complexity of pupil’s schema.

**Knowledge**

The knowledge to be taught for each unit has been identified and set out to ensure consistency of teaching and to allow for the pupils to build upon prior learning, revisiting and refreshing taught knowledge at each stage. By making these links throughout all areas of the curriculum children’s knowledge is being built upon and the learning is deepened.

**Skills**

Pinders has worked closely with the Wakefield Trust to ensure progression of skills from nursery to Year 6. These skills are clearly set out for each thread of Art learning and are to be taught alongside and through the delivery of the knowledge.

**Vocabulary**

We provide a vocabulary rich environment at Pinders. Key vocabulary is planned and taught; this vocabulary is directly linked to the knowledge and skills being taught. This ensures our children get a robust and challenging diet of vocabulary that contains tier 2 and tier 3 vocabulary.

The knowledge and vocabulary for each unit of art work is placed within a knowledge organiser. This organiser is a tool for the children to use to support them with learning and embedding knowledge and vocabulary into their long term memory. The organisers are also shared with parents to support home learning.

**Assessment and Recording**

Assessment is primarily carried out formatively whilst observing during lessons and carrying out pupil conversations. Throughout the children’s learning journey they will take part in knowledge quizzes to test how much knowledge is being retained. Assessment of pupil’s progress and outcomes is c completed against exemplified piece of work for each year group and thread of learning.

The art leader will keep evidence of pupils work electronically and exemplifications are shared on the school website.

**Early Years - Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The flow of learning feeds into the whole school curriculum and includes specific knowledge and skills to be taught. The children from nursery are introduced to significant artists and their works.

**Monitoring and Review**

The monitoring of the standards of children’s work and the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art and Design leader has specially allocated management time, which is used to review evidence of teaching and learning across the school.

The policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed as part of the whole school review programme.

Governors will work alongside the subject leader to ensure the policy is being followed to successfully deliver the planned outcomes. Planning is monitored every half term to ensure coverage and rigour. There is a named governor who has responsibility for the subject.