**Art and Design Vision 2019/20**

**At St Paul and St Timothy’s we are Artists and Designers!**

At St Paul and St Timothy’s Infant School we are artists! We want our children to love art and design and to be passionate about it. We want them to be ambitious and to be inspired by the artists and craftspeople they have learnt about. We want them to grow up wanting to be fine artists, illustrators, graphic designers or printmakers! We encourage them to believe in themselves and achieve their goals. The art and design curriculum has been carefully planned so that our children develop their artistic skills to the maximum. We want our children to remember their art and design lessons in our school, to cherish these memories and embrace the opportunities they are presented with! **We have an art club and the children have displayed fantastic work around our school and in the community. Children in our school have worked with various artists to help provide inspiration for their own artwork.** Bringing art and design alive is important at our school!

*Curriculum Intent*

Our art and design curriculum promotes love for art, so children can be excited to learn, believe in themselves and achieve their goals to be our artists and craftspeople of the future. We encourage our children to become independent and resilient.

We want to equip them with not only the minimum statutory requirements of the art and design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. **For example, we have been working hard to achieve the Artsmark award. We have been planning with the ‘art’ co-ordinators, as well as other subject leaders to create a creative curriculum for the children. Our children have worked with a variety of artists and craftspeople. They have had work published by a local printing firm and have been sponsored by our local Tesco’s to carry out a Christmas project were their work has been displayed.**

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the art and design curriculum. **For example, the children have been working with the artist Ian Fennelly. They have been inspired by his work of various historical buildings in our city. We provided a workshop for children and their families/carers which motivated the children to carry out projects at home. Faith Bebbington, a Sculptor from our city has excited our children to carry out sculptures of fish.**

We enrich their time in our school with memorable and unforgettable experiences. **For example, our year two pupils are working with Hope University on a project inspired by the artist Andy Warhol.** We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Curriculum Implementation

Our art and design curriculum has been carefully planned. We ensure progression is made and knowledge and skills are embedded. **Staff have received regular staff meetings and workshops, as well as observing art lessons. This has helped to support their understanding and to develop their skills. We deliver and teach art and design in our school through a topic based structure. In year one and two pupils take inspiration from artists throughout history to help generate ideas for their work. They explore the practical skills and techniques involved in the topic and use their sketch books to record their observations. Children review and revisit their ideas before producing a final piece. This process occurs for every art and design topic. The disciplines are revisited in year two at a progressively deeper level. For example, drawing, painting, sculpture, collage, print and textiles are taught in Year 1 then repeated in year 2.**

Our staff organise their own year group topics under the guidance of our SLT team and subject leaders. Staff develop year group long-term curriculum maps which identify when the different subjects and topics will be taught across the year. Links across subjects are made. Art is taught each half term in a two-week block. This helps to ensure sufficient time is allocated to art and design.

Curriculum Impact

We use both formative and summative assessment information in every art and design lesson. Staff use this information to inform their planning. This helps us provide the best possible support for all of our pupils, including the more-able and gifted and talented. We have clear objectives for each year group. Skills in art and design are progressive and build year on year.

Our staff assess what the children know by using Learning Proforma’s (in the children’s sketchbooks) as well as monitoring the children’s sketchbooks and final piece. This informs their future planning.

Assessment information is collected frequently and analysed as part of our monitoring process. This provides an accurate and comprehensive understanding of the quality of education in art and design. Monitoring in art and design includes, sketch book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.