

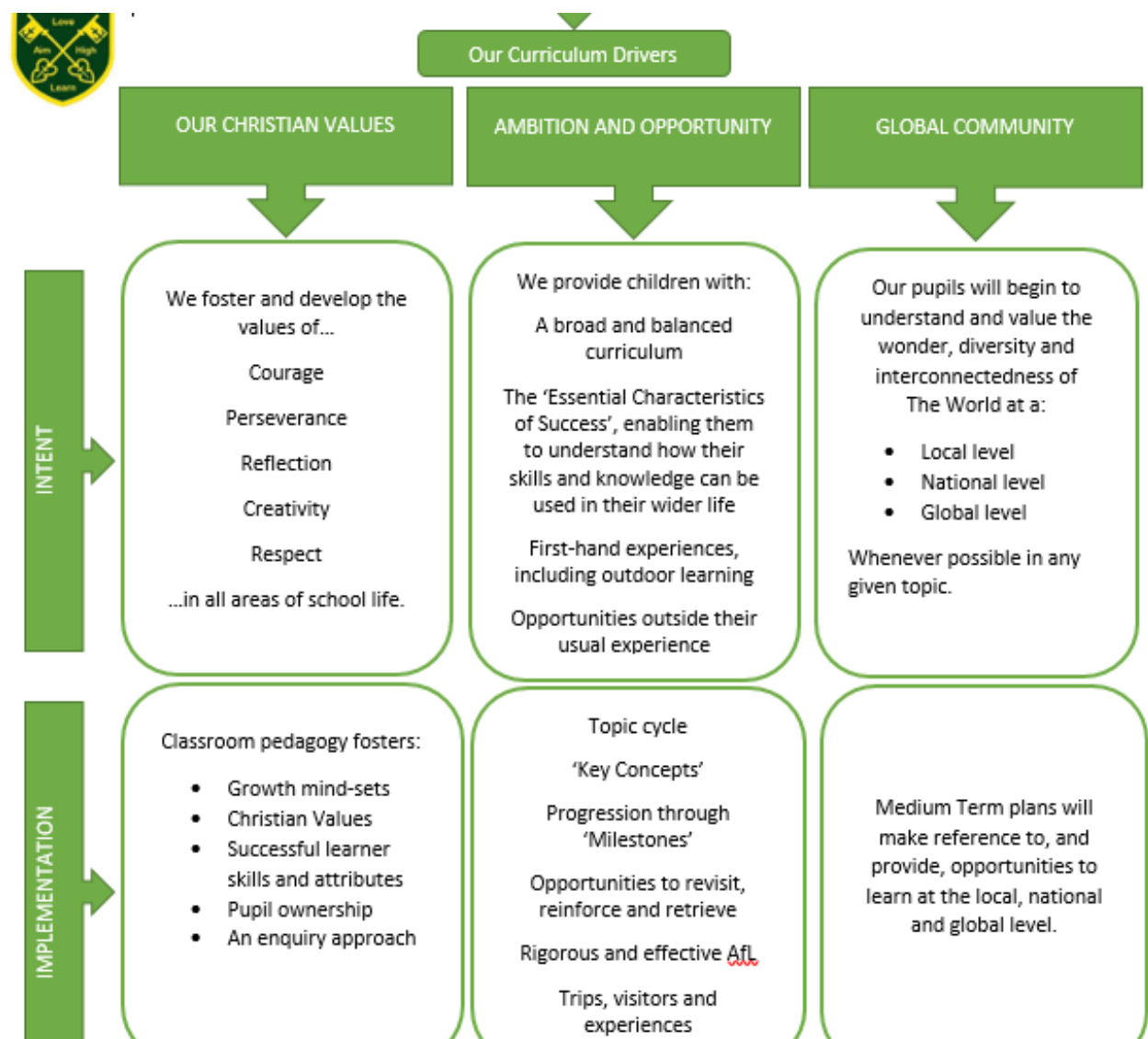
How We Teach Art at St Peter's

1. Intent

Art, as a subject, is well suited to provide a vehicle where pupils can realise the school's vision. More specifically, 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 children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children 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. To look outward and gain an understanding of the diversity of art across The World will contribute to their appreciation of different cultures, building their respect for the contributions made by all nations to humanity as a whole.

We hope that our pupils will love art and be enabled to discover their talent; allowing them the chance to be inspired to, perhaps, take up art and design as a profession one day.

1.1 'The Essentials to Becoming an Artist' – A Pedagogy



2. Implementation - The Essentials Curriculum – Chris Quigley Approach

At St Peter's, The Essentials Curriculum allows us to turn the intent of 'Our Curriculum Drivers' in to reality for the children. From The 'Driver' – AMBITION & OPPORTUNITY – we use 'The Essential Characteristics' of an Artist to be the driving force behind the activities we plan and teach.

The simple premise here is:

'If you have the ambition to be an Artist, these are the most important characteristics you will need in the future.'

2.1 Implementation - Curriculum Structure

- **Essential Characteristics**

The things you need to show, do & understand to be an Artist.

- **The Key Concepts**

The biggest ideas we can work at whilst we develop The Essential Characteristics.

- **The Context**

The projects, media, knowledge, skills and techniques the pupils will cover over the years.

- **The Milestones**

The Essential Characteristics broken down into a progression of descriptors. Do them and you'll gradually achieve those Characteristics.

2.2 Key Concepts

In every Art Topic the children will be developing 3 Key Concepts, within which they will have the opportunity to develop their Essential Characteristics. The level at which the children are expected to operate is described in detail at 3 Milestones (Yr 2, Yr 4 & Yr 6).

- **Develop ideas**

This concept involves understanding how ideas develop through an artistic process.

- **Master techniques**

This concept involves developing a skill set so that ideas may be communicated.

- **Take inspiration from the greats**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

2.3 How We Ensure the Correct Coverage

By using Progression Grids that show when we will cover the various Milestones of Chris Quigley's Essentials Curriculum, we can ensure appropriate coverage. The Essentials Curriculum has developed a suggested breadth of study which exceeds the requirements of the English National Curriculum.

Teachers at St Peter's have thought carefully about when it will be possible to do the various Milestones. We have looked at what art projects lend themselves to our 'over-arching Topics'. As we chose art and craft projects we ensured a regular and systematic coverage of the various media and techniques within the subject.

Please see the Progression Grids for more information. These can be found on our school website or, for staff, saved in the CURRICULUM 2020+ folder – Tier C.

2.4 Assessment in Art

Assessing whether pupils have learnt what they are expected to learn (as laid out in the Milestone descriptors) will essentially be a practical 'Assessment for Learning' based approach, at St Peter's.

In order to keep teacher workloads manageable, staff are not expected to keep records of individual's attainment for each of the descriptors within the milestones. A slightly more broad record of each child's attainment at each Milestone is captured in our Art Assessment Grids which are based on Chris Quigley's Depth of Learning Approach*.

**See section on Assessment on the school's website for more information.*

Teachers are expected to use their time to use their 'on the spot assessment' to inform them of what to do next. In lessons this 'on the spot assessment' will result in instant feedback for pupils to guide them on to the next step they need. Or it may result in the lesson being modified to achieve the optimal amount of learning.

After lessons, teachers are encouraged to use their Formative Assessment to set up the next learning experience for the children.

Self- assessment is used as a powerful tool for teachers to keep track of each pupils' learning. This also involves the pupil in the learning journey.

To ensure the standard of work and knowledge/ skills acquisition is in line (or exceeding) national expectations, regular monitoring will be done by The Subject Leader. In depth pupil interviews (with books), planning scrutiny and work scrutiny* assesses whether the children have learnt what we set out to teach. Finding will be fed back to staff and governors – and where we can improve further, we will.

* This will be done by random sampling across different groups of children (Gender, age, SEN, PP, etc) to ensure it is an effective but realistic process.