

Art at St. Osmund's Middle School

This document aims to give you an overview of Art at St. Osmund's in terms of expectations and routines, curriculum intent, implementation and impact. It highlights our spiralling curriculum and progression of skills.

Routines / Expectations

- All pupils are timetabled for a 60 or 55 min lesson a week.
- Homework is set when relevant to the lesson.
- Pupils in Years 5&6 are taught in their form tutor groups. Pupils in 7&8 are taught in mixed ability teaching groups.
- Subject Leader plans 3 Schemes of Learning for each year group
- Key vocabulary are highlighted in each SOL and are written on the board along with the objective.
- Knowledge Organisers are stuck into pupils' sketchbooks to aid recall and revision
- Presentation promise is stuck into each sketchbook
- Visualiser is used regularly for demonstrations and for showing pupils work.
- Each class has a pigeon hole where all their work is stored.
- Each pupil has their own sketchbook and a new one is issued at the start of each year
- Work is displayed on a regular basis.
- Pupils must name and class each piece of work on the back and in the middle of their work
- Art Dept meet half termly to moderate work, book monitoring, curriculum development and workshops.
- SL meets termly with Year 9 teachers and annually with Year 4 teachers to ensure a spiralled curriculum.

Intent

At St Osmund's Middle School, we aim to nurture a curiosity and understanding of art and an appreciation that art enriches our personal experience and raises our mental well-being. Our curriculum inspires our pupils to develop a natural sense of wonder about the world around them which will stay with them for the rest of their lives. The school's Christian values of hope, community, respect and love are embodied throughout our Art curriculum through carefully chosen artists work, community projects and an appreciation of how art enhances our life experience.

We aim to provide an inclusive environment and promote positive attitudes towards cultural and ethnic diversity and differences. Our intent is to foster resilience and develop the confidence to express their own opinions, identity and develop pupil's capacity for original thought and experimentation. Art develops technical skills through a wide range of activities and medium allowing pupils to develop proficiency in areas such as drawing, painting, sculpture and printing. It develops pupils' ability to respond thoughtfully and critically to ideas, images and objects of many kinds from other cultures and historical contexts.

Ultimately, we aim to equip students with transferable skills that will benefit them in further education, careers in the arts and their personal lives.

Implement

Our Art curriculum follows a structured and sequenced approach that builds progressively on knowledge and skills from year 5 to year 8. Regular meetings with key stage 3 and 4 teachers help to moderate and adapt the curriculum to ensure pupils are prepared for GCSE and that knowledge and skills are spiralled throughout.

The art curriculum is organised into 3 units per year. We aim to provide a broad and balanced curriculum which allows pupils to work within their own capabilities and provide opportunities to extend their learning.

Quality teaching comes first and we follow the non-negotiables agreed by our school. A number of teaching aids are available to scaffold learning which are listed in each individual scheme of work. Knowledge Organisers provide opportunities for revision and recall of skills. Key vocabulary word maps are available for each KS and oracy prompts are used to help develop pupils' personal response.

Mastery in the key processes such as drawing, painting and sculpture allows children to express their creative imagination as well as providing them with opportunities to practise and develop.

Over the four years pupils will look at the cultural heritage of this and other societies. They will be given the opportunity to work individually and in groups, on long and short-term projects. The elements of art; line, form, colour, texture, shape, tone and pattern are taught and revisited throughout ks2 and 3.

Assessment

Continuous feedback is integral to our practice. We use formative assessments including peer feedback and evaluations to help pupils to identify areas for

improvements and celebrate success. We use live marking and make use of a visualiser to reinforce objectives and expectations.

At the end of each unit there is a summative assessment under the following skills of Making Ideas Knowledge and Evaluation

Enrichment opportunities

We offer after-school clubs and workshops to deepen pupils engagements with the arts, including set design and prop making for the school performance and community projects.

Students have the opportunity to participate in local and national competitions.

Impact

The pupil's knowledge of art history and visual elements of art alongside the development of their physical skills will be evaluated against Key Performance Indicators in drawing, painting, sculpture and other art, craft and design techniques. A folder of assessed banded work is available to assist moderation.

We monitor our impact through student surveys and tracking progression.

Underperforming students are identified in each class by the teacher. Subject teachers offer support which is mainly in class and is evident by specific groupings and adapted activities to meet individual needs.