

Art at St. Michael's

At St. Michael's, we believe that a dynamic and inclusive art curriculum has the ability to engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art as well as reshape their approach to every area of the curriculum. We believe that by fostering a culture of creativity we can enhance cultural understanding and promote imaginative risk taking to respond to our material, emotional, social, and virtual worlds. We hope that children will demonstrate a clear progression of skills, a diverse knowledge of great modern and historic artists and an ability to critique and evaluate.

Intent

Academic We aim for every child in our care to achieve their academic potential and we also acknowledge that our children have different starting points and different factors in their lives which may help or inhibit them reaching this. Our art and design curriculum is designed to promote curiosity and a love and thirst for learning. It is ambitious and empowers our pupils to become independent and resilient thinkers and creators. The art curriculum must therefore flow through everything we do at St. Michael's, within specific art lessons and across the wider curriculum.

Our children will be encouraged to experiment, invent, create their own works of art throughout the school. They will be taught key skills in drawing, painting, sculpture, photography, and print making. The art and design curriculum has been designed so each discipline is revisited in repeatedly over the years, at a progressively deeper level. This is to ensure progressions and repetition in terms of embedding key learning, knowledge, and skills throughout the year groups. **For example, sculpture is taught in Year 3 and repeated in Year 4 and 5. Whilst painting is taught in Year 3 and then again in Year 4 and Year 6. We have identified that drawing is fundamental skill to other disciplines so is taught in all year groups.**

We are passionate at St Michael's that our art curriculum reflects the vibrancy *of our diverse British culture and others around the world*. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. Therefore, we have built our curriculum around a

wide range of local, great modern artists and historic artists. **For example, in Year 5 children Yayoi Kusama a contemporary Japanese artist. The children will learn about her pioneering performance art and how she was part of the pop art movement (building on previous knowledge about Pop Art learnt in Year 3). Furthermore, children will explore the challenges Yayoi Kusama faced as a female artist in a male-dominated society in the 1960's.**

We want to instill within our children the confidence to express their voice and by giving them a platform to express their opinion and their creativity enabling their own personalities to shine. At St Michael's, we want our children to be able to examine and think critically about art therefore we use the 'Art Detective' questions as a basis for exploring artwork. The KS2 questions take the pupils through five stages of questions: describe it, relate it to, analyse it, interpret and lastly evaluate it. Throughout our art topics we use these questions to delve into great works of art to inspire, discover new techniques and help generate idea for their own work.

For example, when studying Henri Matisse in Year 6 the children are shown his work 'Icarus' and the art detective questions are used to draw out discussion. Starting with describe it questions, children are encouraged to say what they see happening and describing the lines, colours and shapes within the art. Next, children are asked to relate parts of the artwork to themselves. The questions prompt the children to think how it makes them feel or whether it reminds them of previous art they have seen. The questions go on to the other stages to bring out the children's opinions whilst also an understanding of the techniques and meaning that might be within the artwork.

Character At St. Michael's, we want our children to love art. We want them to see no limits on their ambitions and grow up wanting to be illustrators, graphic designers, curators or printmakers! To enable our children to be bold and aspirational we have designed our curriculum to develop and grow their artistic and cultural capital. This includes memorable lessons and events that the children will remember fondly throughout their life. **An example of this being put into practice was when we held a whole school art exhibition with theme being our local community, which was well attended by parents, *community partners* and was featured in the local press. As part of this we invited some local artists from the Urban Sketchers community in Norwich into school to work with our Year 3 pupils. The artists held workshops focusing on different sketching techniques, the children also had the chance to see some of the artists' own work and ask them questions about their careers. This unique and**

unforgettable experience sparked an excitement within the children to sketch in their free time.

At St. Michael's, we recognise that service to school and the wider community is important to our pupils' future successes. Art is a great way we can engage with our local community. These help us to look at our community, to celebrate our similarities and differences and discuss how we work together for a common goal. We have been fortunate to have been involved in lots of creative events in the community. **For example, in May 2019 we took part in the Bowthorpe Arts and Craft Festival. Environmental artist Jessica Perry worked with a group of children from our Eco-Council to decorate a willow tree, using recycled milk bottles, to join the tree of life trail. We also had an exhibition space next to Roys Shopping Centre which was open to the public with examples of the children's work from across the school.**

We also use our lessons, as an opportunity to place continual emphasis on self-worth and exploring their own identity. **As an example, the children have to create self-portraits in Year 4 and again in Year 6. In Year 4, our children explore Frida Kahlo's self-portraits and examine how she portrayed herself and her culture in different ways. Then in Year 6, the children start by exploring some of Barbara Kruger's controversial work in particular her portrait of Donald Trump. The children spend time considering how images and words can build a picture of who we are. They go on to create photographic collages with words they choose to describe how they see themselves.**

Behaviour

Artists the children study have shown a great amount of resilience throughout their lives and careers. The range of artists that have faced prejudice and overcome difficult circumstances are chosen to help encourage and foster the resilience needed to be an independent learner and creator. **For example, we have ensured that each year group includes at least one female artist many of whom have overcome a male-dominated industry. As well as artists such as Vincent Van Gogh who were faced criticism throughout his lifetime and only achieved recognition and fame posthumously.**

At St. Michael's we promote co-operation and consideration of each other's feelings and views which enable our school community to learn well and live harmoniously together. As well as individual artwork throughout the school we have tried to include a number of opportunities for the children to create a

shared piece of art work, where they need to contribute to a whole class piece. **As an example, in Year 4 children work together to create a mosaic inspired by the floor Mosaics the Roman's created (linking to their history topic). During this process the children have to decide together what their mosaic will be and work co-operatively as part of a team to create the final piece. In year 5, pupils also work as a team to create a obliteration room inspired by Yayoi Kusama.**

We believe that is right to challenge injustice so encourage children to be courageous advocates and stand up for what they believe. We have built our art curriculum to enable opportunities for children to discuss how a number of artists use their art as a way to challenge injustice or to portray or message to the public. **For example, in Year 4 the children look at the work of Banksy and discuss how he uses his controversial artwork to provoke discussion about the subject. In Year 6, the pupils reflect on their work on Banksy in Year 4 and consider how Barbara Kruger also uses her work to show political messages.**

Implementation

In the summer term of 2018, we completed an audit of all the art topics and skills that were taught across the school. Following this we decided to focus the skills that were directly taught to drawing, painting, sculpture, photography, and print making. We created a skills progression document that lay out objectives for each year group within each discipline and including sketch book use, knowledge of artists and evaluation skills.

In March 2019, we worked towards a whole school community art exhibition. Charis Jarvis and Corrisande Laniado led a CPD staff meeting where we discussed art across the school. We asked for feedback on what they felt was working well and what we could do better. In this session we also introduced the idea of exhibition and encouraged staff to reach out to different contacts within the art world to help with our work for the exhibition.

Year 3 invited a group of local artists from the Urban Sketchers community in Norwich to do workshops with the children. Year 4 invited Victoria Ellis a local ceramic artist who helped the children create tiles inspired by the marshes surrounding Bowthorpe. Illustrator Charli Vince helped Year 5 to recreate the scenes from Shakespeare's Midsummer Night dream.

The exhibition was very well attended by pupils, parents and the local community. It was even featured in EDP and Norwich Evening News.

In June 2019, we took part in the Bowthorpe Arts and Craft Festival. We were fortunate to have the innovative artist Jessica Perry come in to lead a workshop on creating art out of recycled materials. Pupils from across the school and our Eco-Council created angels out of milk-bottles to represent our All-Angels Federation. These angels decorated our tree in the 'Tree of Life Trail', which invited families to explore the trail around the local community. We were also able to exhibit artwork from across the school in an exhibition space in the Bowthorpe Shopping Centre.

From September 2019, we started to encourage year groups to plan art days every half term, **alongside the opportunities across other curricular areas**. This allowed for more ambitious and creative projects not limited by individual lesson.

In March 2020, we created our art road map which details each skill and artist/movement which is studied in each year group. We wanted to ensure that we focused on the key skills of drawing, painting, sculpture, photography, and print making. The art and design curriculum was designed so each discipline is revisited in repeatedly over the years, at a progressively deeper level. This is to ensure progressions and repetition in terms of embedding key learning, knowledge, and skills throughout the year groups.

At St Michael's we want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. Therefore, we also tried to include a wide range of local, great modern artists and historic artists, including at least one female artist within each year group.

In July 2020, the new art road map and medium-term plans were introduced to the staff by Charis Jarvis and Corrisande Laniado. The medium-term plans are designed to follow a consistent structure throughout the school. Initially, pupils take inspiration from artists throughout history to help generate ideas for their work. Using the 'Art Detective' questions children will be encouraged to describe, analyse and relate the artwork to themselves. We believe this helps the children to begin to see the value in a wide variety of art. The children then explore and practice the practical skills and techniques involved that topic, using their sketchbooks to record their observations and to review and evaluate before producing a final piece of work.

Impact

We use formative assessment to assess the children's knowledge and understanding of art objectives. We believe that assessing the learning journey in art and design is a priority rather than focusing solely on the final outcomes. Through encouraging discussions, questioning, and observing the children in all stages of their artwork enables us to understand the progress our students make.

Monitoring by the subject leader involves group discussion related to the objectives covered in class and is supported by the sketchbooks. Sketchbooks and final pieces of work are evidence of the learning which has taken place in each lesson. It includes pupils practicing key skills, annotations, and evidence of evaluating their ideas. Sketchbooks are also a useful way to revisit prior learning, as the children keep their sketchbook throughout school.

Learning walks during art days, sketchbook evidence, pupil interviews and are reviewed termly and are used to directly inform future teaching and learning.