Art

intent, implementation, impact

intent

Academic: At St Michael's, we want every child to develop as an artist, whatever their starting point. Our curriculum encourages curiosity, experimentation and independent thinking. Pupils learn to draw, paint, sculpt, take photographs and make prints through dedicated art lessons and links with the wider curriculum. They revisit these disciplines with increasing challenge. Drawing is taught in every year group because it underpins so much of their work in art and design.
Pupils study local, contemporary and historical artists whose work reflects the diversity of Britain and the wider world. In Year 5, for example, pupils study Yayoi Kusama, building on what they learned about Pop Art in Year 3 and considering the barriers she faced as a woman artist in the 1960s.

We use Art Detective questions to help pupils describe, relate to, analyse, interpret and evaluate artwork. When exploring Henri Matisse's Icarus in Year 6, pupils move from noticing lines, colours and shapes to discussing how those choices affect their interpretation. Looking closely at artists' work helps pupils discover techniques, develop their own ideas and express their views with confidence.

Character: We want pupils to enjoy making art, see themselves as creative and imagine where that creativity might take them. Encounters with local artists and opportunities to exhibit their work connect pupils with their community and introduce them to creative careers. For example, as part of a whole-school exhibition celebrating our local community, Norwich Urban Sketchers worked with Year 3 pupils on sketching techniques and shared their experiences as artists. Pupils have also shared their work with the public through the Bowthorpe Arts and Craft Festival.

intent

Art gives pupils a way to explore identity and express how they see themselves. In Year 4, pupils study how Frida Kahlo represented herself and her culture through self-portraiture. In Year 6, they explore how Barbara Kruger combines words and images before creating photographic collages that reflect their own identities.

Behaviour: We encourage pupils to persevere when a technique is difficult, learn from mistakes and develop the confidence to make their own creative decisions. Each year group studies at least one woman artist, and pupils consider how artists have responded to prejudice, criticism and other barriers.

Shared projects teach pupils to listen to one another, agree on ideas and take responsibility for their contribution. In Year 4, pupils create a collaborative mosaic inspired by Roman designs they study in History. In Year 5, they work together on an installation inspired by Kusama's Obliteration Room.

We also explore how artists use their work to challenge injustice and start conversations. In Year 4, pupils discuss how Banksy uses images to prompt debate. In Year 6, they draw on that learning to consider how Barbara Kruger uses words and images to communicate political messages. These discussions help pupils express their own views and respond thoughtfully to others.

implementation

At St Michael's, our Art and Design roadmap and medium-term plans set out the skills, artists and movements pupils study from Year 3 to Year 6. Pupils revisit drawing, painting, sculpture, photography and printmaking with increasing challenge. Drawing is taught in every year group, and pupils develop their use of sketchbooks and their ability to evaluate their work as they move through the school.

Each unit begins with a close look at the work of an artist or movement. Pupils study local, contemporary and historical artists from different cultures, including at least one woman artist in each year group. They use our Art Detective questions to describe, analyse and interpret artwork and consider how it connects with their own experiences. They then practise techniques, record observations and experiment with ideas in their sketchbooks. This helps them make informed choices about their final piece and reflect on what they would develop further.

Dedicated art days and links with other subjects give pupils time to develop larger projects. Past workshops have included sketching with Norwich Urban Sketchers, making ceramic tiles inspired by the Bowthorpe marshes and illustrating scenes from A Midsummer Night's Dream. Our whole-school art exhibition and participation in the Bowthorpe Arts and Craft Festival have given pupils opportunities to share their work with families and the wider community.

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.