




Barnfields Primary School: Art

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject Quest: <i>Encourages self-expression and creativity whilst also building confidence as well as a sense of individual identity.</i>			
The Three Core Concepts at Barnfields			
Inspiration		Culture	Expression
Intent	Supporting Research	Implementation	Impact
<p><i>At Barnfields Primary School, we believe that art is a vital part of children's education and has a significant and valuable role in the taught curriculum. The children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences.</i></p>	<p>Demetri Martin once said: 'The "earth" without "art" is just "eh."'</p> <p>Pablo Picasso believed 'every child is an artist'.</p> <p>Access Art (2021) state all children have a right to an excellent and rigorous art education.</p> <p>The RSA (2020) have argued Ofsted's inspection framework requires schools to provide a 'broad and balanced curriculum', where the arts are integral to this being successful. Also, they propose the arts are crucial for 'children's academic and personal development'.</p> <p>Paul Carney Arts (2021) advocate 'in best practice models, art education is designed across sequences of lessons.'</p> <p>Focus Education (2014) advocate children should '...use visual language skilfully and convincingly... to express emotions, interpret observations,</p>	<p>The Art curriculum at Barnfields is underpinned by the National Curriculum. It is carefully sequenced across a series of high-quality lessons to provide children with opportunities for in-depth exploration of various skills and processes. Visual language is interweaved into every lesson and children will develop and build upon this knowledge year upon year.</p> <p>Progression grids and Medium-Term Planning (MTP) documents have been created by staff to provide children with an ambitious curriculum, where key skills are developed and enhanced each year. The areas of painting, drawing, printing, sculpture and printing are explored within each key stage to encourage creativity. Lessons begin with an artist focus to stimulate discussion and use of visual language. Following this, a series of lessons involve skill acquisition. Children practise mastering relevant skills across a series of lessons, based upon the work of their focus artist. Visual language is utilised in lessons to describe the skills and processes explored, drawing links between their work, each other's work and the work of their focus artist. Then, children work on their final piece. As children progress through the school, they will begin to make their own decisions about the materials and skills they wish to use, engaging in an enquiry into which ones will be the most effective for their work. They will comment upon their reasoning for these choices based upon their skill developmental work and use visual language confidently to describe it. Individual, paired and group work projects are encouraged to allow the children to collaborate with their peer community and share ideas.</p>	<p>Children will have a broad curriculum to achieve academic and personal success.</p> <p>High-quality teaching ensures children make good or better progress in the subject.</p> <p>Children will be able to discuss their work using visual language accurately.</p> <p>Key skills will be developed across a series of lessons to promote mastery.</p> <p>Children will develop independence when selecting the materials and skills they wish to use.</p>

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These 'quests' and 'Core Concepts at Barnfields' enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



	<p>convey insights and accentuate their individuality'. They also emphasise the importance of a '...rich and relevant art, craft and design curriculum...'</p> <p>Ofsted (2012) argued the most successful schools allowed children sufficient opportunities to experiment with ideas across a sequence of lessons to develop ideas and refine skills.</p>		
<p><i>The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of different artists. They will develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.</i></p>	<p>The RSA (2020) report argues the arts promote 'children's cultural capital'. They suggest a sense of community can be created to promote this through collaboration with parents, carers and volunteers.</p> <p>Focus Education (2014) state '...a rich and relevant art, craft and design curriculum contributes to outstanding learning, achievements and attitudes to learning'. They also argue '...the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development'.</p> <p>Studying a range of artists, craft-makers, designers, and architects will '...educate pupils to make informed aesthetic choices...' (Bowden, 2013).</p> <p>Research conducted by Ofsted (2012) suggested the most successful</p>	<p>Understanding and appreciating a range of cultural heritages is integral to the art curriculum. The values of different cultures are drawn upon in lessons and linked to a focus artist. Artists' styles and movements are explored and discussed, considering how their work has contributed to the world of art. As children progress through the school, they are able to draw upon previous learning and make links between similar artists and works to gain a deeper understanding of particular cultures, styles and movements.</p> <p>The subject of art is one which encourages opinions, ideas and feelings to be expressed in order to develop concepts. In every lesson, children engage in critical, relevant discussions about the works of artists, craft-makers, architects and designers with a range of styles and movements from modern and historical times.</p>	<p>The children will develop a greater appreciation of their own and others' cultural heritages and values, drawing upon similarities and differences in a respectful manner.</p> <p>Critical thinking and enquiry skills will be enhanced through constant reflection and discussion.</p> <p>The children will have the ability to state opinions, ideas and feelings about their own and others' artworks in a thoughtful way.</p> <p>Throughout their time at Barnfields, children will</p>

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	<p>schools ‘...ensured that pupils understood the relevance of the subject to their own lives and to different communities.’</p> <p>NSEAD (2021) advocate ‘exploring and celebrating similarities and differences between between people, places and cultures’.</p>		<p>develop a bank of familiar artists, craft-makers, architects and designers.</p> <p>Providing valuable learning experiences for children to enhance learning in other subject areas e.g. history.</p>
<p><i>Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.</i></p>	<p>Paul Carney Arts (2021) encourage teaching to ‘connect different concepts to each other for deeper learning’.</p> <p>The Arts Council for England (2014) argue engagement in arts activities ‘increases cognitive ability’.</p> <p>Focus Education (2014) argue the subject of art can have a highly positive impact upon personal and academic progress.</p> <p>Bowden (2013) suggests ‘the visual elements are an essential tool for developing visual awareness...’. Argue this will lead to children being able to express ideas coherently about their own work.</p> <p>NSEAD (2019) promote the value of art as it ‘...develops attributes in children and young people, such as the confidence to take risks, the ability to solve problems, self-belief,</p>	<p>Substantive knowledge in art is based on the knowledge of the 7 elements of art. Enquiry into the visual elements through artist exploration, skills-based experimentation, discussing and comparing artworks (their own, each other’s and works by the focus artist) enhance this knowledge in each lesson. Children discuss and compare artworks, using the correct terminology. Disciplinary knowledge in art is the interpretation of the elements where the children engage in enquiry to examine how they can be used and combined to create a specific and desired effect. This is achieved through artist study and exploration into their artworks. Teachers encourage children to be ambitious by risk-taking and experimentation. Teacher modelling supports children to gain confidence to try new ideas. Skills are practised across a series of lessons to build up to a final piece. The skills are also challenged and progressed each year.</p>	<p>Freedom to express thoughts and ideas, making independent choices about their work.</p> <p>Greater levels of creativity and imagination.</p> <p>Secure knowledge of the visual elements and use this accurately to describe artworks.</p> <p>Confident and positive attitudes towards trying new materials, skills, and ideas to enable children to reach their full potential in the subject.</p> <p>Creating a classroom community of learning together and encouraging exploration of ideas.</p>

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	autonomy of thought and a sense of identity.'		Development of positive values where children are ambitious, resilient learners.
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