

Art at St. Osmund's Middle School

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

Routines / Expectations

- All pupils are timetabled for a 60 or 50 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.
- SL plans 3 SOL for each year group and starter activities for each lesson.
- Key vocabulary are highlighted in each SOL and are to be written on the board each lesson along with the objective.
- Knowledge Organisers are stuck into pupils sketchbooks to aid recall and revision
- Presentation promise is stuck into each sketchbook
- Each table has regular equipment along with vocabulary word mat to scaffold writing in art
- Visualiser is to be used 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 be encouraged to name and class each piece of work on the back and in the middle of their work to avoid work going missing.
- 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.

Assessment

- Every pupil undertakes a benchmark project at the beginning of the academic year and has a band recorded on SIMS.
- There are 2 other formative assessments recorded in Spring and Summer term.
- Art is assessed under the following skills
Making Ideas Knowledge Evaluation
- Regular recall to build memory of art history, key words and techniques
- Live marking and use of the visualiser to reinforce objectives and expectations

Intent

We believe that art enriches personal experience and raises our mental well-being. It 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, thus reflecting our school values. Where possible we will use opportunities within Art, to promote positive attitudes towards cultural and ethnic diversity and differences. Art contributes to the material and spiritual soul of the individual, enables us to develop a sense of identity and develop pupil's capacity for original thought and experimentation. Moreover it develops our emotional responses and provides us with a visual language for communication. It helps pupils to develop their opinions and feelings about their own work and that of other artists. 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. This makes us more flexible, open minded and creative people.

Implementation

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, with many of the tasks being open ended.

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 and similarities with artists are highlighted in SOL.

Key processes are spiralled throughout the four years and regular meetings with key stage 3 and 4 teachers help to moderate and adapt the curriculum to ensure pupils are prepared for GCSE.

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.

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.