Carleton Rode CEVA Primary School
Art

"Creativity takes Courage."
Henri Matisse

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** Art at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. Artistic expression is inherently joyful and fulfilling. The sense of joy encourages children to pursue activities that bring them fulfilment and happiness.	***Kindness*** Creating art often involves putting oneself in another's shoes, imagining different perspectives, and expressing empathy. This process helps enhance a child's ability to understand and be kind to others. ***Honesty*** Art provides a platform for authentic self-expression. Through art, children can honestly explore their thoughts, feelings, and experiences. This honesty in self-expression fosters a deeper understanding of themselves. ***Perseverance*** The artistic process is filled with challenges, such as making creative decisions, learning new techniques, or facing setbacks. Through art, children will learn to persevere, push through difficulties, and embrace the journey of improvement.

Intent	Implementation	Impact
Art at our school is taught thematically within our connected curriculum. Art lessons within school provide the opportunity to practice and consolidate skills and encourage children to evaluate and analyse their own and others work. Through the use of great artists and inspirational people from across the world children learn about a wide range of techniques and different art forms. The study of artists and art through time enables children to see the contribution art has made to culture, creativity and how it has shaped history overtime. Together, this builds an appreciation for the value of the arts within British culture and beyond. Children are encouraged to develop the skills and knowledge needed to experiment and create their own works of art as well as encouraging them to compare, contrast and evaluate different artforms.	Throughout their time at our school, the children are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists. The curriculum is progressive and so allows the children to build on skills, knowledge and techniques year on year. Throughout each unit, the children build on previous understanding. Various media types are explored within each unit to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed. Children have access to key knowledge, language and meanings, in order to understand and readily apply new terminology to their work in Art and across the wider curriculum.	Through following a clear and comprehensive scheme of work in line with the National Curriculum, it expected that teaching and learning will show progression across all key stages within the strands of Art and Design. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means. We are able to measure the impact that Art and Design has had for all children by: • Determining the extent to which objectives are met within each lesson and overall, at the end of each unit. • Summative assessment of pupil discussions about their learning. • Images of the children's practical learning. • Interviewing the pupils about their learning (pupil voice). • Annual reporting of standards across the curriculum. By the time children leave us, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.

Progress	Content & Sequencing	Enrichment
Skills progression in art has been designed to ensure that the skills learned are built upon from Years R to 6. Children have many opportunities to develop their imagination and creativity and make progress in art skills across six areas: Drawing, Painting, Printing, Collage, Textiles and 3D. 	Content has been carefully sequenced, to enable links to be made in learning across year groups. The Suffolk Art Scheme is used as a basis to guide our planning, but teachers are able to develop their own ideas for lessons within the broad framework of the scheme. We aim for children to see themselves as artists and lessons enable them to develop a broad range of skills. We teach children about a diverse range of artists, to further inspire their learning. 	Each child takes part in a number of house afternoons throughout the school year. Art activities within these are linked to a theme, in house groups across all age groups. The children have opportunities to support other children in the school through these art activities. Children are involved in creating props for school plays across the whole school. We create opportunities for children to communicate their learning, for example talking to each other about their ideas in their art work or inviting parents in to see their child's work. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Through art at our school we encourage children express theirs thoughts, emotions and personal experiences. Art often involves using symbols and imagery that hold personal or cultural significance. Giving children the chance to explore these gives opportunity to connect with their spirituality, culture or values, fostering a sense of identity and purpose. 	Throughout the topics taught, links are made to ensure pupils are able to develop their understanding of where different types of arts are developed. For example, in Maths pupils will use geometry in design or creating art inspired by nature or scientific principles. 	The teaching and learning of Art is monitored by the Art lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
Art exposes children to diverse artistic traditions from around the world. Exploring art from different cultures allows the children to appreciate and celebrate global diversity in artistic expressions. 	In art projects, children may be involved in budgeting decisions, such as planning for art supplies. This practical experience introduces basic financial concepts, including budgeting, cost considerations, and responsible spending. 