



*'Creativity is intelligence having fun' (Albert Einstein)*

Art is essential to our understanding of who we are. By enhancing well-being and supporting self-esteem, Art can be critical in improving children's overall academic achievement.

## **Intent**

Art plays a significant role at Woodhall, both in the curriculum and in the wider enrichment activities offered to our children. Children will develop their own skills as well as learning about the work of a diverse range of artists and designers throughout their time at Woodhall, therefore developing their understanding of cultural heritage. Learning is sequenced to enable the children to develop their skills in the elements of line, tone, texture, colour, pattern, shape and 3D form.

In the Early Years, our youngest children develop their skills through the expressive arts and design. Children are encouraged to explore colours and textures freely. Links are made to other areas of the EYFS curriculum, such as the development of their physical skills by using a range of tools.

These early skills are built on as the children continue their journey through Key Stage One and Two, where Art is taught as a discrete subject, following the National Curriculum. Teachers differentiate to enable all children to participate, no matter their ability. SEND learners have personalised strategies, for example, through the provision of additional resources.

Key vocabulary related to the Art curriculum is displayed in every class. Books are used as appropriate to extend children's knowledge of a particular artist or style.

South Oxhey is an area of significant socio-economic deprivation. Many of our children have a high level of need and limited experiences. Our children are energetic and enthusiastic and it is our job to pique their curiosity and use their interests to channel that energy into their learning. As a result, our curriculum is closely tailored to meet the specific needs of our school community; we want to envelope them with as many creative experiences as we can.

## **By the time our children leave Woodhall, we intend to:**

- Ensure children have a love and appreciation for Art. By having experience of a range of techniques, children will find the medium that most engages and enables them to express themselves.
- Develop a solid foundation in a range of artistic skills, such as drawing, painting and sculpting.
- Foster subject knowledge about a range of styles, artists and designers.
- Promote that Art is for everyone, no matter the age, disability, gender, race, religion or belief and sexual orientation. We will pitch the learning so that it scaffolds and challenges learning to meet the needs of the learner and celebrate the artistic successes of a wide variety of people.
- Ensure our children's sense of safety and responsibility, being able to use resources appropriately.

## **Implementation**

To ensure high standards of teaching and learning throughout the school, our curriculum is carefully planned. The curriculum is based on the National Curriculum, with cross-curricular links planned in where possible. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. Our subject ladders ensure progression between year groups as well as appropriate coverage of each of the required skills. There are regular opportunities for children to participate in competitions, for example, designing greetings cards for overseas troops. Additionally, we take part in national initiatives, such as Children's Art Week. Children are able to develop their skills through the use of their own sketchbooks which they use to test out ideas and progress their skills as they journey through a unit of work.

Our Art lead has joined 'Access Art' to ensure we have up to date knowledge and can develop teachers' own subject knowledge.

### **Impact**

Children's progress in art is recorded throughout the year, using the Woodhall Attainment Tracker. If the child has not achieved the majority of the objectives in a particular strand of learning, a score of 0 is given, if the majority have been met a 1 and if all have been achieved or excellent subject knowledge of skill has been displayed in a particular area, the child may be awarded a 2. The teacher updates each strand as it has been taught and the Tool collates achievement across each strand for each year group and helps the teacher record and analyse achievement for each child and their class as a whole. The Art leader can then scrutinise this information for trends and areas of development. The achievement of vulnerable groups such as SEND, PPG or EAL children are monitored closely to ensure their progress is in line with their peers. Where there is a large disparity, the Art leader works alongside teachers to help provide resources, support and help narrow the gap.

Children are enthusiastic about art. They are always keen to learn new skills and work hard to perfect those shown to them. Teachers have high expectations of all children. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in humanities. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.

Regular monitoring of the curriculum is undertaken by the subject lead. This provides feedback to all stakeholders; the teachers, the SLT, the Governing Body and outside agencies including Ofsted and advisors such as the Hertfordshire Improvement Partner.

Evidence is collected regularly through pupil voice, lesson observations, work and planning scrutiny and learning walks. During each monitoring cycle, the Art Leader looks for appropriate coverage for that particular point in the year, high quality work being produced over a range of activities, thoughtful differentiation and care and attention over tasks from both teacher and pupil. Following this the Art Leader then plans for CPD opportunities for teachers and may provide support with planning, the impact of which is then measured.

We are committed to moving our Art provision on and therefore inspiring our children to become budding artists!

### **Relevant Website Links:**

***School Development Plan (parents/carers' version):*** <https://woodhall.herts.sch.uk/wp-content/uploads/2022/09/Woodhall-School-Development-Plan-2022-2023-Parents-Version-1.pdf>

***Curriculum (subject ladders/curriculum overviews):*** <https://woodhall.herts.sch.uk/curriculum>