



Our Art Curriculum

Intent

Sacred Heart's curriculum is closely designed around our school's mission and value statements and to support the development and needs of the pupil's and families we serve. Our curriculum is designed to allow children to *endeavour, enrich and enjoy* their learning.

Art and design enables children to communicate their thoughts, ideas and observations in a practical and expressive way. Guided by the techniques of the great artists and through experience of a variety of materials, tools and techniques, our children have the opportunity to record creatively the world around them.

The beauty of art enriches life and creates communion, because it united God, man and creation in a single symphony. It connects the past, the present and the future, and it attracts- in the same place and with the same gaze- different far-off peoples.

Topics have been carefully considered by senior leaders to not only follow the National Curriculum but to ensure Art is taught in a holistic, engaging and coherent way.

[Sacred Heart Art Long Term Plan.](#)

Implementation

The 'Every Lesson Should' Rainbow document outlines the core art concepts as a foundation for any lesson. From this, art knowledge and skills have been mapped out in the Rainbow Skills document ensuring that learning is sequential and progressive for all year groups. **The Rainbow Skills** document informs a **Medium Term Plan** that places emphasis on prior learning, key vocabulary, misconceptions and cross-curricular links. This encourages 'sticky learning'. Teachers are able to then plan a series of high quality lessons for all learners.

Art vocabulary is mapped out according to each year group with substantive concepts carefully chosen according to topics taught. Pupils develop their understanding of these through planned, repeated encounters with these concepts through a range of contexts.

Long Term Planning ensures spaced-out encounters with a wide range of artists and their techniques ([Long Term Art Plan](#)). Progressive Year Group end-points are described in detail within the Rainbow Skills Progression ([Art Curriculum End Points: Rainbow Skills Progression](#)). This builds from EYFS to the end of Year 6 and is informed by EYFS Development Matters 2022 and the National Curriculum. In completing all activities, children use a progressive art vocabulary as described in [Art Vocabulary Progression](#). Medium Term Planning ensures that prior knowledge and skills are reviewed and then built upon each year. Within lesson success criteria, knowledge (I know) is addressed before skill (I can). As a result of all of the above, the curriculum gradually builds proficiency. A progressive knowledge base is also underpinned by the school's use of the Step by Step Art Curriculum.

Assessment for Learning and **termly summative assessment tasks** allow teachers to make reliable assessments of pupils throughout the year. In this way, pupils' progress is measured robustly.

Impact

Art is monitored termly by the subject leader to ensure all children have access to the Dawn Curriculum. The impact of the curriculum is monitored through lesson observations, pupils voice, assessment outcomes and progression, planning, work in books as well as classroom displays and discussions with teaching staff. These are used to inform the quality of learning and understanding that pupils have gained.

The Art curriculum ensures that all children:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Have opportunities to learn about art from different times and cultures.

[Art Curriculum End Points: Rainbow Skills Progression](#)