

**At Dale Hall Community School, we are committed to providing our children with a curriculum that inspires.**

Curriculum statement for the teaching and learning of Art 2023/2024

*“Art is a discipline not a subject. It is a way of looking at the diverse world around us, of asking questions and developing ideas. At Dale Hall we encourage experimentation, risk, and innovation. We encourage our teachers to be less focussed on outcomes and more focussed on the creative journey. The role of the teacher is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, our pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.”*

Aim	At Dale Hall we believe <b>every</b> child is an artist and has the ability to express themselves through art. Pupils will be given the chance to use a range of materials creatively to design and make products through drawing, painting and sculpture. They will be able to explore different techniques using colour, pattern, texture, line, shape, form and space. We also give the children the opportunity to learn about the work of a range of artists, craft makers and designers and use these ideas to bring their own work to life.			
Intent	High Expectations	Modelling and Collaborative Work	Fluency	Vocabulary
	<b>All</b> children should be able to access and enjoy Art lessons and develop their skills as they move through the school. Children are encouraged to take risks and teachers develop high expectations through discussion and encouragement.	Teachers teach and model the skills needed to succeed in Art providing examples of good practice and having high expectations. Collaborative work enables children to practice certain skills with a partner or group before moving on to their individual piece.	Children apply the skills taught in their Art lessons throughout the curriculum. For example selecting the right equipment and technique to illustrate scientific experiments, support English writing and geographical drawings.	The correct vocabulary and terms are used to describe processes, techniques and specialist equipment throughout the school. Children will use the correct term confidently and write about their experiences in their sketch books.

Implementation	Enrichment	CPD	Planning
	<p>We aim to plan at least one educational visit or invite an artist or group into the school once a year for every year group. We share artwork and projects via Dojo with parents and offer their sketchbooks to look through at parents evenings. We run an Art club for all age groups once a term and aim to build an art gallery in the school hall.</p>	<p>Through a skills survey we identify the level of knowledge and support needed. CPD is then matched to each teacher's individual needs. We offer a wide range of CPD offers through the learning partnership and working in partnership with the school directory. This enables art leaders and specialists to meet and share ideas as well as implement an exciting and collaborative curriculum. Access art also offers online courses and video demonstrations through 'In the studio'.</p>	<p>We are a member of Access Art and utilize all of their planning and progressions documents. These are widely used across the school and offer video support, resources, ideas and guidance. One of AccessArt's most unique features is their evolving collection of visual arts resources which help inspire teaching, learning and practice. They now have over 1100 resources aimed at all ages and abilities and cover all areas of the visual arts.</p>
Impact	Assessment	Sketchbooks	Cultural diversity and equality
	<p>Each year group has a carefully designed skills progression grid and exemplar planning ideas. Children will be challenged and encouraged to take risks and there will be an ongoing conversation to support progress. Progression in art is not linear, it is about layering ideas and experiences to support growth. We will promote skills to help the children become self-aware and to self-analyse.</p>	<p>We give permission- We show pupils what sketchbooks can be in the widest sense, and we give permission for pupils to embrace that potential in an aspirational way.</p> <p>We create opportunities for pupils to practice sketchbook skills and explore exciting projects. We nurture ownership, by reminding pupils that they can take control of their journey in and through their sketchbooks.</p>	<p>Our art curriculum is accessible to all of our pupils and enables them to learn at their own level or ability. We will ensure a breadth of artists, traditions and cultures are studied and that the children feel represented by the art and artists they learn about. We will ensure the children are introduced to diverse art and artists and investigate the history behind traditional techniques and processes.</p>