



ART AT CHASE SIDE

Art, craft and design embody some of the highest forms of human creativity. At Chase Side Primary, we believe that Art and Design lessons can provide children with opportunities to develop imagination and creative thinking.

Intent – What we are trying to achieve?

- At Chase Side we provide a rich and varied curriculum designed with the **intent** to maximise the potential of all our pupils; intellectually, socially, morally, emotionally and culturally.
- This curriculum allows children to build on previous learning and securing firm foundations for the future. In Art and Design, basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making.
- We take every opportunity to encourage a love for learning within all our pupils, based around resilience for learning and achieving greatness. In Art and Design teachers introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity.
- We promote a sense of community for the children, parents and wider community. In Art and Design, we encourage children to explore notions of “identity”, gain the confidence to share their exploration and their thoughts, and to learn to appreciate and respect that others might have different experiences of their own identity. We encourage children to work together as a team, as well as value their ability to work alone.
- We prepare older pupils for life in our British Society by fostering in them attitudes and qualities which enable them to become confident, caring, responsible citizens. In Art and Design, we intend to demonstrate that every individual has the power to

create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.

- Most importantly we allow our children to learn in a safe and stimulating environment, where their views are valued. In Art and Design, by creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

Implementation – How do we translate our vision into practice?

- Art is delivered by teaching specific skills and also through opportunities for purposeful cross curricular links. Examples of cross curricular artwork is evident throughout the school, for example, the EYFS produce work for Diwali and work to enhance their Literacy book focus such as “The Tiger Who Came to Tea”. KS1 produce work for their studies on plants in Science and link it to the work of Van Gogh. KS2 produce work based around The Mayans and WW2 propaganda. Art and Design is taught via current cross curricular topics or a specific artist, across the school year. Planning is differentiated and creatively thought out; giving all children, of all different abilities, a chance to reach their potential.
- Differentiation within Art is implemented by offering the children a choice for each task; the children will self-assess and participate in the task that they believe is a suitable challenge for themselves.
- We also offer a range of extra-curricular activities for the arts, with lunchtime and after school clubs.
- Our school works in collaboration with the “Townies” group of Local schools; here the subject leaders meet and discuss aspects of the art curriculum, sharing good practice and ideas for purposeful teaching and learning.
- We take part in Art competitions organised by this group and are currently entering other Art competitions such as that run by the Royal Academy of Arts.
- We have Art folders for each class which contain a ‘progression of skills’ document which helps teachers to recognise the skills expected for each age range. It also includes reference to the Chris Quigley Essentials curriculum. We are currently exploring using resources from “Access Art “, to complement our existing provision in Art and Design.
- Classrooms are well resourced, with children working in their dedicated sketchbooks and we have a fully supplied art resource cupboard.

Impact – What is the impact of the curriculum on our pupils?

The impact of our curriculum is evaluated through the end of year assessments, through discussions with children, Governor Meetings and visits. Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.

The impact of our curriculum should mean that:

- All children achieve well by developing knowledge and skills on their journey through our school. This is demonstrated through outcomes at EYFS, Key Stage 1 and Key Stage 2.
- Children with SEND achieve the best possible outcomes and are monitored through the school and by Governors.
- Children are given the opportunity to revisit skills throughout the school year, we can track skills by monitoring work in their sketchbooks, evaluating work at the end of Art lessons, and the end of year common draw task.
- Art and Design is often planned around the children's interests, especially in EYFS. We believe at Chase Side that it is important to teach the 'whole' child. We value the arts in high regard as we want to develop the confidence of all our children so that they believe they can succeed in anything.
- Children leave Chase Side Primary ready for a successful transition to secondary school.