



Art Curriculum Intent, Implementation and Impact Overview

The intent of our Art curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art.

Sacred Heart School has identified key intentions that drive our Art curriculum. These are:

Intent	Implementation	Impact
<p>To build an Art curriculum which develops learning and results in the acquisition of knowledge and skills.</p>	<p>Clear and comprehensive scheme of work in line with the National Curriculum. Teaching and Learning should show progression across all key stages within the strands of Art</p> <ul style="list-style-type: none"> • Knowledge Organisers Children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art and across the wider curriculum. • Educational Visits Where applicable links to art will be made to develop the children's learning experiences 	<p>Children will achieve age related expectations in Art at the end of their cohort year.</p> <ul style="list-style-type: none"> • Children will retain knowledge about their focus artists for each unit of work • Children will understand what being in 'artist' means.
<p>To design a curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating artwork as set out in the National Curriculum</p>	<p>A cycle of lessons for each subject, which carefully plans for progression and depth;</p> <p>A means to display and celebrate the pupils' artwork in their class.</p>	<p>Ongoing assessments take place throughout the year based on subject specific and cross curricular themed units of work and progression of skills documents.</p> <p>Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.</p> <p>This data is analysed on a termly basis by the art co-ordinator to inform and address any trends or gaps in attainment.</p>

		<p>Age related expectation levels are reported to parents at the end of the academic year.</p> <p>Children in Foundation Stage are assessed within Expressive Arts and Design and their progress tracked using the Oxfordshire Pupil tracker. Age related expectation levels are reported to parents at the end of the Reception year.</p>
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