



Leonard Stanley Primary School



ART RATIONALE

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary, we believe that all pupils should have the opportunity to learn how to express themselves through their artwork. We want our pupils to develop a lifelong love of art and appreciation of different styles, techniques and artists throughout their time at our school.

We want our children to explore the fundamentals and progressive skills of drawing, painting and sculpture and are given a flavour of textiles, collage and photography. We want to explore key artists in depth and have an understanding not only of their style and medium but the contexts of their work, such as expressive emotion, politics, religion or culture.

We aim to teach these skills through theoretical, disciplinary and practical knowledge.

Implementation: *What do we teach? What does this look like?*

Leonard Stanley art lessons enable a high-quality and ambitious curriculum to be taught with a practical experiential focus, whilst encompassing the National Curriculum Programme of Study. We ensure that we cover the National Curriculum objectives to provide consistency and structure, where prior knowledge is built upon to embed key learning and skills using high quality vocabulary linked to the subject.

Early Years: Preschool and The Reception Year

In EYFS at Leonard Stanley art is included in the learning area ‘expressive art and design’. Children are provided with regular opportunities to explore and play with a range of materials in order to develop their skills and confidence.

Art is key in developing children’s hand-eye co-ordination and fine motor skills therefore we ensure our pupils are provided with regular opportunities to practise these essential skills that underpin all that they will do in later school life and beyond.

As with other learning in Preschool and Early Years, our children will mainly learn about art through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on Young Learner’s Interest.

The following table shows how we use the Development Matters guidance to plan learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to art:

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
EAD	- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear etc.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.
P PD	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
UTW			The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.

Art in Key Stage 1 and 2

At Leonard Stanley our art lessons in Key stage 1 and 2 are designed to challenge pupils, with their experiential nature to enable them to produce high quality work.

In Key Stage 1 and 2 art is taught following the 2014 National Curriculum primary school objectives. Within this, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of primary school but with increasing difficulty and with a different focus each time. For example using paint to produce a piece of artwork is visited in every year group, but with clear progression over the six years.(Please refer to our art progression document)

- In Year 1 this involves the children using paint to create Van Gogh style ‘Starry night’ pictures.
- In Year 4 this has developed to using watercolours to create detailed artwork in the style of Georgia O’Keeffe.
- By Year 6 the children will be using paint and other materials to showcase their own individuality with graffiti style work based around Banksy.

In KS1, art is typically linked to the termly topic being studied by each year group, in order to provide the children with clear, 'project real' objectives and deeper embed their understanding of the topic. For example: Year two's Kings and Queens topic will include the children creating royal self portraits.

In KS2, children have an artist focus and study a range of artists and specific mediums. This is largely done in sketch books with opportunities to study artists, their style and emulate work.

Artist studies are also used as a way of developing the pupils' global understanding of art and how the subject has changed and developed through history. Pupils explore cultural capital, diversity and culture through the medium of art and explore meanings and contexts. We cover specific artists throughout the school, emulating designs (convergent) and eventually using styles to produce original work (divergent). For each artist studied in KS2, we look at the artists, examples of work, practise specific techniques and try some art in the relevant style.

Pupils are taught how to use a range of materials and skills including drawing, painting and sculpting as well as thinking about their use of colour, pattern and texture to produce the style of work being studied.

In addition to class-based lessons, as a school Leonard Stanley also have focussed art days where all children produce pieces of work around a theme or work with visiting artists to develop their skills.

Assessment

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using 'feedback sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the art subject leader, and actions identified to ensure that art standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups.
- Staff CPD opportunities are provided when needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.
- Artwork is displayed as an art gallery in the school and online on the school's website.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will:

- Have the skills to create their own artwork using a variety of techniques and materials.
- Be able to share their knowledge of a range of artists from different periods in history.
- Be able to question ideas and reflect on knowledge.
- Work collaboratively and practically to produce pieces of artwork.
- Demonstrate a high love of art through proudly sharing their work with others.
- Achieve age-related expectations in art at the end of each academic year.
- Be ready for their next phase of education in science learning at secondary school by the time they leave Leonard Stanley Primary School.