



Learning for Life

## Art Intent at St. Luke's CE, Salford

'Creativity takes courage' - Henri Matisse

'To practise any art, no matter how well or how badly, is a way to make your soul grow' -  
Kurt Vonnegut

### Art - Our Rationale

At St Luke's, we want our children to develop their artistic skills and techniques through imagination, communication, problem-solving and using their social and emotional skills. Knowing that art is a journey and the final piece is just part of this journey is important.

Children should know *why* they are learning different skills and techniques in order to understand that art can be produced in many ways using different media and techniques and to recognise that art can be 2D or 3D.

Through development of self-expression, we want them to realise that they have the freedom to produce art in their own way using skills and techniques they have learnt.

Most importantly, we want our children to feel that they *are* artists, that their work is valued and there is no 'right' or 'wrong' way to create.

We want our children to recognise and be able to discuss and explain art they see in their surroundings and make links to their school learning, to understand that art is not just a school subject, it is all around us.

### Our Art Curriculum

All children have an Art book that travels up with them from Year 1 to Y6 that they use to show their journey of developing skills, art appreciation and ideas.

#### By the end of EYFS, we aim for our children:

- to begin to understand that an artist produces different kinds of art and uses different materials to create.
- to talk about different art work, saying what they like and dislike and apply this skill to their own work.
- to use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials.
  - to begin to develop observational skills.

#### By the end of KS1, we aim for our children:

- to generate ideas from a range of stimuli, exploring different media and techniques.
- to develop some control when using a range of tools to draw, paint and create crafts and sculptures.
- to develop observational skills; to look closely and aim to reflect some formal art elements
- to explain their ideas and opinions about their own and others' artwork, then begin to talk about how they could improve their own work.
  - to experiment in sketchbooks, using drawing to record ideas

### By the end of KS2, we aim for our children:

- to confidently use sketchbooks to record observations and research, test materials and work towards an outcome more independently.
- develop ideas more independently. Explore their ideas and evaluations towards an outcome.
- work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists and combining a wider range of media.
- recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .
- give reasoned evaluations of their own and others' work which takes account of context and intention.

### Teaching & Learning Pedagogy in Art

We want children to have faith that they can achieve and not feel that they 'can't do it'. Through modelling skills and techniques, we want them to grow in confidence and feel that they are artists.

Teachers are clear about what they need to teach through the use of a well-sequenced & resourced curriculum that contains all the knowledge and resources they will need to use. Across each Key Stage, children participate in a range of units with different foci- Drawing, Painting & Mixed Media, Sculpture & 3D and Craft & Design. Within these units, there are five main strands: generating ideas, using sketchbooks, making skills, including formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists and evaluating & analysing.

### Inclusive Provision in Art

- Art is fully inclusive at St Luke's. All our children are encouraged to participate and 'have a go', to develop their individual creativity.
- Children who feel they need extra support to begin are either supported by their peers and/or an adult or given an adapted task and then encouraged to continue independently.