

GREAT CHART PRIMARY SCHOOL

ART

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

‘Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.’

National Curriculum - Art and design key stages 1 to 2

INTENT

At Great Chart, we believe Art and Design is a vessel through which we foster creativity and embrace the uniqueness of every child. Carefully planned units of art, which will build around our Golden threads, will enable all children to develop their confidence, creativity and skill as they use their knowledge of diverse artists to inform their personal ideas, creatively experiment with these and new skills building resilience to produce refined finished pieces that they are proud of which reflect their individuality with convergent and divergent end points.

The core curriculum for art and design aims to ensure that all pupils will be proficient in the following:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

IMPLEMENTATION

Continuation of our ‘Artsmark’ journey in hand with artist visits, gallery trips and drawing/inspiration-gathering field trips will ensure creativity in and out of the classroom through providing a wide range of rich experiences in the arts to complement the quality teaching, modelling and dialogues in our convergent to divergent art curriculum - see statement of commitment and Gold award feedback (appendix 3)

TEACHING OF ART

Foundation stage pupils should be taught:

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Effective Learning Opportunities for all Children

At Great Chart teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiating work through activities and expected outcomes;
- Works with other adults to support all ability groups.

Planning and Implementing the Great Chart Art Policy

Each year, reviewed curriculum maps will feed into three mid-term planning units per year based on three different mediums - Drawing and sketchbooks, surface and colour, working in the 3D: [The "Split" AccessArt Primary Art Curriculum](#). The art planning documents, provided for each year group, will ensure the creative process is adhered to through following the Golden threads (Exploration of art and artists – Developing ideas – Creating – Evaluating and improving - see appendix 1). Drawing will be an integral part of each unit so children can fully understand the form that they will be creating; drawing skills will be continued to be practised during 'non art' terms following the Access art exercises for drawing. Great Chart Primary School builds on the skills for each medium from the updated national Curriculum (2014) (See appendix 2). Teachers can choose to teach these within a discreet art unit or can link these skills with their year group's topic thus enabling cross curricular links which are mutually enriching - however, forcing such links must not compromise the art genre and medium skills of the unit as the progression of art should be the main focus with skills being taught and built up through teacher modelling and talking through ideas and experimentations in convergent lessons before a divergent art day with an end 'crit'.

Through use of the medium skills document and following the creative process Golden threads, progression is ensured by building on knowledge, skills and understanding achieved by individual children. Suggested vocabulary is included in this document and teachers are encouraged to add to this as the subject evolves.

Inclusion

Throughout the art units, resilience and embracing mistakes will be practiced ensuring that all children feel positive about recognising and taking control of what they would like to change in their work remembering to be proud of their decisions and celebrate the uniqueness of their work. Our curriculum has been tailored to include a diverse range of artists, craft makers and designers thus children can choose to be inspired by whomever appeals to them and have discussions about their personal responses to these.

When required, pupils with needs to ensure inclusion, can follow skills from different year groups and have one to one discussions about vocabulary and practise skills with adults before and while they execute their projects; if any special equipment is required, teachers will inform the art leader who will research the best means to support the child. The provision for SEND, those who are monitored and boys will be monitored closely, in targeted class groups, by the art leader through lesson observations, work scrutinies, data analysis and pupil voices in order to ensure the best vehicle for progress is provided.

Golden threads:

The following concept threads will be woven through the curriculum to ensure our Great Chart artists experience a progression of skills to aid their creative process:

Discuss a wide range of artworks

Plan and explore my ideas

Draw, paint and sculpt with control and accuracy

Experiment with and adjust my artwork

Resources

Resources are ordered by each year group, as part of their year group budget, in respect of the units of work planned. Each year group will be in control of keeping and managing their own resources; year group art boxes will be replenished with basic art equipment, by the art leader and art monitors, on a yearly basis. In addition to this, the art cupboard is equipped with specialist equipment in organised boxes that can be used for a unit of work and must be returned. If any equipment is damaged or is in need of replenishing, the art leader should be notified. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment.

The outside art area is also available for use, with art materials and a wide range of art books in the storage box, but must be left tidy and used by children only under the supervision of art monitors during break-times.

IMPACT

The Art leader will observe children creating, monitor planning and work samples as well as execute pupil voices to ensure enjoyment, progression of skills and even coverage of art techniques throughout the child's art journey at Great Chart. In hand with this, termly and yearly analysing of data, will enable the art leader to create a plan of action to ensure that all pupils progress as artists the best they can.

Record Keeping and Assessment

'Key memories' for each unit will be displayed on art displays and on powerpoints used along with key questions at the beginning of each art lesson to ensure that these memories become 'sticky'. These will be assessed at the end of each art term however, it is important to understand the child as a 'whole

artist' so it is vital that conversations are had challenging and understanding how the child is approaching the creative process set out by our golden threads - these will inform assessing the child as a 'whole artist'. Examples of children's work, including sketchbooks, will help to show individual progress and photos of finished pieces should be put into the Google drive termly planning folder for Art. Children will be given opportunities for assessment for learning through self and peer assessing their work as well as being given feedback from the teacher throughout the artistic process and during end of units 'crits'. We will develop a school portfolio containing examples of pupils' work representing key aspects of art activities for each year group online in the shared drive - some of these will be displayed in the outside gallery - this will form the basis of agreed standards achieved to aid teacher assessment. Teachers will use Arbor to record assessment children's progress each year - the following teacher will utilise this in order to inform their planning for the next academic year and the art lead will analyse data to inform future action to ensure all pupils make progress. The assessments must reflect the child as an artist as a whole (observing the creative process from idea gathering, to experimentation, resilience and refining) so it is important that the conversations are constantly engaged in and crits happen throughout and at the end of units along with consideration of the final pieces to inform assessment.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every year. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Appendix 1

ART	Year	Term	Topic/Genre
SKILLS Paste from techniques progression map			
VOCABULARY			
Artists to be inspired by: Choose a variety from the genre			
Explore and Link to Artists Present end of unit aim Look at famous artists and collect info; record in sketchbooks and copy what they like, discuss, annotate and draw ideas that these inspire THREAD: I can discuss a wide range of artworks and processes. 			
Develop Ideas through experimentation of skills and direct observational drawing to understand the form Practice skills: use different			

materials and try out techniques and ideas in sketchbooks. Learn new drawing skills through directly observing the subject the artwork will be to get an idea of form. <u>THREAD: I can generate and explore my ideas.</u> 	
Make Apply learnt skills, use different materials, make the final piece with reference to ideas and skills built up in sketchbooks. <u>THREAD: I can create with control and accuracy</u> 	
Evaluate and Develop Modify and improve to create final piece, self and peer assess <u>THREAD: I can evaluate and adjust my artwork.</u> 	

Appendix 2

Great Chart Primary School

Progression of Skills Map Art mediums



We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21st Century. We believe that a

curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Surrealism Abstract Expressionism Optical Art Pop Art Art Povera Minimalism Conceptual	(1970 – present)	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art
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Use vocabulary in Pink

Higher level vocab in **bold** - refer to previous year group's words to recap!

EYFS Skills

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Colour: **Primary Colours** (red, blue, yellow - cannot be created through mixing)

Drawing: Draw Pattern Repeating Thick Thin Line Shape

Painting: Brush Tools Match Mix Palette

Printing: Technique **Positive print** (print created by an object itself)

Textiles: Textiles Cloth Weaving Wrap

3D: Model Rolling Kneading Shaping Join

Collage: Collage Materials Overlapping Smooth Rough Spikey Shiny

Curriculum Skills Map- Art- Year 1

Drawing	Painting	Printing	Textiles
• Can they express their feelings through drawing? • Can they create moods in their drawings? • Can they draw lines of different shapes and thickness, using different grades of pencil? • Can they interpret an object through drawing? Sketch Zig Zag Wavy Bold	• Can they express their feelings through painting? • Can they interpret an object through painting? • Do they have an understanding of basic colour theory? Hot colours Cold colours Tone (darker or lighter versions of a colour when you add both black and white (grey) to the colour) Secondary colours Mixing Stroke Brush size Opaque Horizontal Powder paint Ready-mix paint Impasto (the technique of laying on paint thickly so that it stands out)	• Can they recognise different marks through printing with different objects? • Can they repeat a print to make a pattern? • Can they apply drawing skills to print? Overprint Printing pad Block Stencil Dabbing Ink-up Collograph (print created with a block with items added on) Negative print (space around the object creates the form itself)	• Can they group fabrics and threads by colour and texture? • Can they weave a pattern? • Can they identify when patterns are used in textile design? Knot/ Knotting Assemble Resist Warp (vertical yarn) Weft (weaves under and over the warp)
3D	Collage	Use of IT	Knowledge
• Can they recognise different textures in different surfaces? • Can they use different materials to create raised texture? • Can they scrunch, roll, shape materials to make a 3D form? Construct Pinch Pull Press Impression	• Can they cut and tear paper and cards for their collages? • Can they colour sort materials? • Can they build layers of materials to create an image? Manipulate Shaping	• Can they use a simple painting program to create a picture? • Can they recognise the different tools and how to use them? • Can they go back and change their picture?	• Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they express their feelings about their own piece of art? • Can they express their feelings about a peer's piece of art? Explain, Annotate, Reflect,

Clay slab			
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Curriculum Skills Map- Art- Year 2			
Drawing	Painting	Printing	Sketch books
• Can they understand where they might use different grades of pencil in their drawing and why? • Can they use charcoal and pastels to create different drawing styles? • Can they create different tones using light and dark? • Can they use different shading techniques to create different tones? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? Repeating Jagged Reproduce Media Grades of pencil (4B etc) Charcoal	• Can they mix paint to explore colour theory? • Can they create shades of a colour? • Can they experiment with watercolour techniques to create different effects? Complementary colours (red-green / blue-orange / yellow-purple) Prime (using preparatory paint) Emulsion (water-based acrylic)	• Can they create a repeat print? • Can they create an impression on a surface and use this to print? • Can they find printing opportunities in everyday objects? Multiple Impression Translucent Layering Version	• Can they begin to demonstrate their ideas through sketches in their sketchbooks? • Can they make links with an artist and show this in their sketchbooks? • Can they use their sketchbooks as a mode to record experimentation?

3D/ textiles	Collage	Use of IT	Knowledge
• Can they mould, form and shape and bond materials to create a 3D form? • Can they use bonding techniques to add parts onto their sculpture? • Can they apply a smooth surface to a sculptural form? • Can they add line and shape to their work? • Can they bond fabrics together? • Can they build an image using fabrics? • Can they create a large scale textile or sculpture piece through class collaboration? Modify, Inlay, Coil, Sculpture Concertina, Absorption, Rubbing <u>Textiles</u> Binca, Dip dye Relief (wall mounted art with 3D elements) Relief block (a printing block with recess that won't print)	• Can they interpret an object through collage? • Can they use different kinds of media to embellish and add details on their collage and explain what effect this has? Spiral Adjacent Linear Optical illusion	• Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they change their photographic images on a computer?	• Can they make links to an artist to inspire their work? • Can they make topic links to their art? • Can they say how other artists/craft makers/designers have used colour, pattern and shape?

Curriculum Skills Map- Art- Year 3			
Drawing	Painting	Printing	Sketch books
• Can they use their sketches to develop a final piece of work? • Can they use drawing as a	• Can they mix a range of colours in the colour wheel? • Can they identify what	• Can they experiment with layered printing using 2 colours or more? • Can they understand how Can printing be used to	• Can they use their sketchbooks to express feelings about a subject and to describe likes and

tool to express an idea? • Can they use different shading techniques to give depth to a drawing? • Can they use different shading techniques to create texture in a drawing? Parallel Highlight, overwork, blend /smudge, scale, enlarge Graphite (carbon stick that leaves a shiny metallic grey colour) Hatching (create tonal or shading effects by drawing close parallel lines) Cross-hatching (drawing close parallel lines in the other direction over the hatching)	colours work well together? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? Dab Tint (when you add white to a colour) Tonking (blotting and removing paint using absorbent paper) Sgraffito (scratching through a surface to reveal a lower colour)	make numerous designs? • Can they transfer a drawing into a print? Rotate, Inking-up Raised pressure Mono-printing (print can only be made once -drawing directly into ink or drawing on paper resting on ink)	dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?
3D/ textiles	Collage	Use of IT	Knowledge
• Can they add layers onto their work to create texture and shape? • Can they work collaboratively to create a large sculptural form? • Can they use fabrics to build an image? • Can they add detail to a piece of work? • Can they add texture to a piece of work? Layer Cylinder Transfer Prime Embed Leather-hard Linear Terracotta (from the Latin for baked earth - red)	• Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create mood boards of ideas? Overlapping Vertical Horizontal Positive and negative images	• Can they combine digital images with other media? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art?	• Can they compare the work of different artists? • Can they explore work from other cultures? • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work?

coloured clay) Textiles Cotton fabric (collograph print - Y1 print) Symmetry Joining			
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Curriculum Skills Map- Art- Year 4			
Drawing	Painting	Printing	Sketch books
• Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use experimental drawing techniques to create atmosphere in a drawing? • Can they explain why they have chosen specific materials to draw with? Graphic marks Proportion Composing Reference Concentric circles Tonal quality	• Do they understand the different properties of different paints? • Can they create mood in a painting? • Can they use shade to create depth in a painting? Irregular Application Landscape Seascape Colour wash (semi-transparent layer of colour) Observational	• Can they explore a variety of printing techniques? • Can they create an accurate print design? • Can they use printmaking as a tool with other medias to develop a final outcome? Indented Reverse Press-print (the use of pressure on a soft block to worry away areas leaving positive areas to print)	• Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Can they produce a mood board to inspire and influence their work? • Do they use their sketchbooks to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketchbooks? • Do they evaluate their learning and record in sketchbooks?
3D/ textiles	Collage	Use of IT	Knowledge

• Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of moldable materials? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they use artists to influence their textile designs? Cast, Mould, Embellish Purpose, Twisting, Malleable Textiles Wrapping, Binding, Threading Lattice, Layering Construction Resist technique (use of wax that resists paint and ink leaving its mark)	• Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create mood boards of ideas? Motion Torso Limbs Translucency Distortion Transposing Reworking	• Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research?	• Can they compare the work of different artists? • Can they explore work from other cultures? • Can they see how art can change over time? • Can they communicate what do they feel the artist is trying to express themselves in their work? • Can they communicate what they are trying to express themselves in their own work?
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Curriculum Skills Map- Art- Year 5

Drawing	Painting	Printing	Sketch books
• Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use lines to create	• Do they understand the different properties of different paints? • Can they create a range of shades using different kinds of paint? • Can they create mood in a painting?	• Can they print using a variety of materials? • Can they create an accurate print design that reflects a theme or ideas? • Can they make links with printmaking and other media to help develop their work?	• Can they experiment with different styles which artists have used? • Can they use their sketchbooks as a mode to record the learning journey? • Can they use their sketchbooks to explore and practice

movement in a drawing? • Do they understand how drawing skills can support other media? • Can they develop a series of drawings that explore a theme? • Can they explain why they have chosen specific materials to draw with? Scale Smudge Image Acetate Portrait Vigorously	• Can they use shade to create depth in a painting? • Can they identify different painting styles and how artists are influenced by these styles over time? Applicators Abstract Transpose Unrealistic Photo-real image Expressive	Worrying away Incisions Inverted Edition Individual Combination Overlaid Reduction printing (<i>process of taking away elements from the block leaving areas that won't print</i>)	a range of materials, record ideas, and experiment? • Can they use their sketchbooks to build and record their knowledge? • Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development?
3D/ textiles	Collage	Use of IT	Knowledge
• Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of moldable materials? • Can they interpret an object in a 3D form? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they experiment with different ways of exploring textiles? • Can they use artists to influence their textile designs? Sculptural, Figurative, Trim Modroc (<i>plaster impregnated bandage</i>) Textiles Destruction, Fixing, Assembling Scrunching Batik wax (<i>decorating cloth</i>)	• Can they overlap materials to build an image? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood board of ideas? • Can they combine pattern, tone and shape in collage? Direct observation Stains Inks Represent	• Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them? • Can they create digital images with animation, video and sound to communicate their ideas?	• Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class? • Do they critique each other's work as a way of developing and supporting each other's ideas? • Do they understand how different media can be combined and work together? • Do they know to develop an idea through exploration and experimentation?

using wax and dye) Tjanting (batik tool used to apply wax- Japanese)			
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Curriculum Skills Map- Art- Year 6			
Drawing	Painting	Printing	Sketch books
• Do their sketches communicate ideas and convey a sense of individual style? • Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? • Do they know when to apply different drawing techniques to support their outcomes? • Can they create accurate and experimental drawings? • Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? Element Enlarging Mid-tone Portraiture Mosaic	• Can they explain what their own style is? • Can they use a wide range of techniques in their work and explain why they have chosen these techniques? • Do they have a strong understanding of colour theory and how to use it to create a balanced painting? Weathered surfaces Brushwork Contour Built-up surface Still-life Transpose	• Can they overprint using different colours? • Can they identify different printing methods and make decisions about the effectiveness of their printing methods? • Do they know to make a positive and a negative print? Unique state print (each print is an individual version)	• Do their sketchbooks contain detailed notes, and quotes explaining their drawings and ideas? • Do they compare their methods to those of others and keep notes in their sketchbooks? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?
3D/ textiles	Collage	Use of IT	Knowledge
• Can they create models on a range of scales? • Can they create work which is open to	• Can they justify the materials they have chosen? • Can they combine pattern, tone	• Can they use software packages to create pieces of digital art to design? • Can they create a piece of	• Can they make a record about the styles and qualities in their pieces? • Can they say what their work

interpretation by the audience? • Can they include both visual and tactile elements in their work? • Do they know the properties of a wide range of different sculptural materials and how to use them? Pendant, Fine Culture Positioning Maquette (a small preliminary model-French) Slip (water and clay mix that acts as glue)	and shape? • Can they use collage as a tool as part of a mixed media project? • Can they express their ideas through collage? Geometric patterns Aspects Scanning Cubist Dimension Plane Multimedia Plane Figurative	art which can be used as part of a wider presentation?	is influenced by? • Can they include technical aspects in their work, e.g. architectural design? • Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?
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Appendix 3 ARTSMARK

Gold award:

At Great Chart Primary School you have some very good prior practice in and through the arts, notably use of Dorothy Heathcote's The Mantle of the Expert approach, which is a fabulous route to immersive learning that uses drama techniques. You sought to use Artsmark as a way of auditing what you already did and how you were doing it, with a view to keeping the arts fresh and relevant for learners and staff. Your audits reconfirmed a lot of exciting arts practices. These included such activities as ex-pupils returning to help with photography-work and modelling photography skills during events; a whole-school-participative approach to Sky-Arts-week; arts-focused assemblies highlighting a diverse range of artists/virtual galleries, architects, craftspeople and musicians; and deeper engagement with children taking sole-ownership of sketchbooks in and outside art lessons. Moreover, you are taking your arts practices and skills out into the community and beginning to share them through partnerships. For example, you have lead workshops to create sculptures for community-performances; and linked to the Turner-Contemporary, participating in a Portfolio-competition leading to children's art being professionally displayed. Areas of greatest strength appear to have been CPD and Leadership; your strategic commitment to the arts as a key element of your overall school plan is underwritten by your senior leadership team and this has led to a strong CPD offer, noted by Ofsted, which has supported staff to grow their practice such that they report no longer feeling out of their depth and beginning to build mastery of skills and approaches. Areas you will

probably continue to develop include: Cultural Collaborations and Curriculum Delivery and Design. You have fantastic links emerging, not just with community organisations and cultural venues, but with other schools too. By reflecting on your own CPD and allowing a clear model for your own style of delivery to embed you will be in a great position to share essential principles with other settings as you deepen your links with them.



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Application paperwork 1 of 2.

Name of school/education setting	Great Chart Primary School
DfE number	886 / 2282

Support

We are here if you need us.

Download our guidance on how to complete your Statement of Commitment:

<https://www.artsmark.org.uk/about/artsmark-award-document-downloads>

Get in touch with your Bridge organisation, who offer support throughout your Artsmark journey. Their details can be found online: <https://www.artsmark.org.uk/Bridge>



Context – up to 150 words

Describe the context of your school or education setting (for example your phase of education, establishment type, location, number on roll and so on).

Great Chart is a Primary school with two-form entry (420 on roll) located in Singleton which is part of the growth town of Ashford in Kent. We also have satellite provision on site for 14 pupils from the Wyvern School (specialist SEND provision)



Question 1 – up to 500 words

How do arts and culture currently play a role within your setting's strategic values?

At Great Chart Primary School we aim to provide the children with a range of opportunities across the curriculum. This is through topic based lessons, assemblies, creative and group tasks. Our curriculum is updated to take into account the needs of each cohort . Our vision statement says:

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain.

Our curriculum is based around 6 core values that are embedded within all activities, including arts and culture:

Respect, Responsibility, aspiration, kindness, resilience, independence

Staff explore new ideas to give pupils the best opportunities based on topics and modern day life. Despite the fact that COVID 19 has had a detrimental impact on some creative development in the arts, we are now striving to plan diverse and stimulating lessons to give children the opportunity to experience and catch up with practical/creative activities that they were not able to assess at home. Here are some examples:

To engage children, we employ a technique of 'mantle of the expert' where the children have to solve a problem 'in role' and topics are brought alive through drama.

Topic days where children and teachers are dressed and act in role to experience life in a historical setting.

Within Art, units are planned three times a year and include a variety of genres and artists.

Teachers are becoming more creative and beginning to explore more diverse artists and allow children more independence to experiment in sketch books. Art days happen where children can really get 'stuck in' and create group projects/installations e.g. year three have recently created a plastic under the sea installation of sculptures highlighting environmental issues. Year 4 have been to the Turner Contemporary gallery to discuss artwork and embark on a watercolour workshop - this will hopefully be a yearly event.

Clubs that are offered include drama, Irish dancing, Contemporary dancing, debating, book club, creative writing and cooking along with various sports clubs.

Drama groups visit throughout the year to provide workshops. We enjoy performances of plays at Christmas and in the summer term.

Christmas and end of year shows allow the children.

Singing for the local community.

Djembe drumming lessons are undertaken by year 4 each year. Private guitar and drumming lessons are also offered.

Children participate in forest school each term.

Film project with local director - children have and will hopefully continue to produce art for the local community to view in a film.



Question 2 – up to 500 words

How and why will your Artsmark journey contribute to the priorities in your strategic improvement plan?

We believe artsmark will be a vessel through which we can audit our current provision and give us a clear vision of where we aspire to travel to ensure children are happy, creative and resilient beings and thus play a part in aiding our school improvement plan.

- Artsmark will provide new opportunities within our curriculum to enable pupils to access a broad and balanced range of activities covering all subject areas. All pupils are entitled to access this curriculum.*
- Diversity is a priority ensuring pupils in a predominantly white-british community have opportunities to immerse themselves in the arts and cultures of a range of ethnicities, faiths and cultures.*
- The promotion of reading throughout the curriculum will provide opportunities to explore texts through the arts. These activities can encourage pupils to explore new texts.*
- Parental engagement is another priority for the coming school year. Creative activities can provide a way to encourage parents to come into school and learn with their children. Arts and culture may seem less threatening than maths and english and may help engage hard to reach parents.*



Question 3 – up to 500 words

Looking at the Artsmark Award criteria, where does your setting currently have strengths and where would you like to develop?

Values and ethos:

After school clubs offer children the opportunity to learn more from actors and dancers and musicians inspire various year groups and individuals. Need to promote the arts as part of a wider context.

Leadership: *The school plan details the priorities for the school and subject leaders take these priorities into account when designing and strengthening the curriculum. The main priority is that ALL pupils experience quality first teaching and opportunities across the whole curriculum. This includes all areas of learning, including the arts. The other priorities link in with this encouraging parental engagement, mental health and wellbeing and promoting diversity, all areas that work in music, art, dance and drama support. Subject leaders work together to plan and develop a curriculum that provides the pupils at Great Chart with a wide range of opportunities and knowledge for life in a modern world.*

Children and young people engagement:

Pupil's work is showcased in classrooms and celebrated in assemblies.

Drama and dancing clubs have a high uptake as do music lessons. Pupil voice gives regular idea of what pupils are feeling about their arts education.

Need to get children to take ownership of the art area and what they would like more of in their arts education.

Curriculum design:

Art, design and technology and music are planned through use of Kapow scheme of works or teacher inspired planning. Drama is embedded in history and English lessons. Teachers refer to the progression of skills documents in the arts subjects to ensure that skills are developed throughout the years. Need to constantly monitor and ensure that the curriculum map has an equal distribution of different genres across the arts.

Range of offer:

After school clubs: drama clubs led by actors; dancing led by an Irish dancer; debating; cooking led by school head chef; reading and writing.

Gallery visits, topic days, museum visits, annual author visits, musicians provide lessons.

Visiting theatre companies twice a year.

Need to provide annual artist in residence and arts/cultural week and develop a school choir.

Continued Professional development:

Subject leaders attend training to ensure they are up to date with current ideas within their subjects. This knowledge is then disseminated to staff with ideas to implement and strengthen their practice. Resources are shared via Google so adults within the school community can use them. The most recent training has been , "Making great things happen in ..." Music, Art and DT leads have attended this training and are then sharing ideas with staff. Subject leaders use staff voice to identify training needs and then provide or source training to meet the needs of staff.

Partnerships:

Musicians provide lessons: African drumming for year 4 plus guitar and drumming lessons for individuals.

Would like to make better music links

Partnership with film director and Ashford borough council has so far led to artwork being created for a film to promote the town.

Have entered the Portfolio competition held by Turner contemporary and children have participated in workshops - would like to strengthen links with the gallery.

Local actors provide drama clubs.

Equality and diversity:

Termly wellbeing days and additional who country initiatives eg 'Hello Yellow'

Assemblies with our satellite school and circle times raise awareness of equal opportunities, human rights and celebrating aspirations and achievements of all.

**Question 4 – up to 500 words**

What are the goals and ambitions for your Artsmark journey and what steps will you take to achieve these?

Ethos

Aim: To enable children to develop skills over a longer period of time and link arts and culture to wider learning and contexts.

Action:

Would like to get more parents to share their careers/ talents in the arts and crafts with children and come in to talk and provide workshops for the children. Provide an online gallery for all members of the school community (children, parents and all adult staff) to share their artwork and see the artist of the month (one that they may not usually have been exposed to).

Children use sketchbooks to build up ideas, hold regular art/well-being assemblies and staff meetings to promote and model more vigorous use of sketchbooks with a greater emphasis on pupil ownership. Year 5 and 6 art ambassadors will promote art/art area outside (to be fully resourced) for children to do art whenever they feel like it so ideas are developed over a longer period of time.

Leadership and continued professional development

Aim: To ensure staff have shared vision of arts provision and maintain good practice.

Action:

Governors to be more hands on in looking at the provision of the arts and work alongside arts leaders.

Audit the arts skills of staff and identify where assistance is required to give confidence in delivering a high quality arts curriculum; provide in house training to develop skills, give opportunities for lesson observations/ sharing skills and assistance with planning.
Impact box in staff room - staff can share what is working well and observations.

Children and young people engagement

Aim: Children will be actively involved in the arts curriculum to aid individual creativity and wellbeing.

Action:

Art ambassadors will guide children to develop and curate the art gallery in the outdoor art area by deciding on which art examples to choose to exhibit from established artists and from our own artists in each year group. Provide a means for children to leave comments about the artwork on display (help with our reading target).

Arrange for art ambassadors to encourage children to bring their sketchbooks to the art area at break times to develop ideas and aid well-being.

Create music ambassadors to form a choir that can be given a designated area to sing during break times.

Reading dens to be created.

Regular pupil voice during the arts assemblies to give pupils ownership of the arts curriculum.

Plan annual Cultural/arts day/evening with children and parents.

Curriculum design and Range of offer

Aim: To ensure a wide range of arts are embedded throughout a high quality creative curriculum and opportunity for experiences.

Action:

Use pupil voice, data along with planning and work looks to assess what is required in the curriculum.

Art, music, Design technology and English leaders to provide ideas for more diverse artists/creators to be studied with a view to making links with other subjects like geography, PSHE, HRE, science and history.

Ensure constant monitoring of the curriculum map ensures an equal distribution of a wide variety of genres across the arts that require progression of skills. Analyse the art curriculum map to ensure digital art and more experimental sculpting is being taught - discuss with staff possibilities for integrating these effectively.

Partnerships

Aim: To have partnerships with a range of arts and cultural organisations

Action:

Join a community choir e.g Young voices and investigate music education hub.

Make links with artsmark schools in Ashford and London

Make links with artists who can regularly come in to do residencies.



Question 5 – up to 500 words

What support will you need and what resources will you commit to achieve your goals and ambitions?

Time for the following: to audit skills and the curriculum; meet with other arts leaders; plan the curriculum; execute pupil voices and to hold discussions with and guide art ambassadors.

Inset allocation to provide CPD in the arts and share skills also to moderate art produced by children so assessment is consistent throughout the school.

Space and resources for children to be creative during break times and in lessons.

Parental involvement in skill/talent/career sharing

Money for artists to work with children during art week

Basecamp help and ideas.



Question 6 – up to 500 words

How will you know you have achieved your goals and ambitions? What will success look like and how will you evidence it in your Statement of Impact?

Children will have freedom over their own creativity and demonstrate confidence and resilience with their skills and when talking about their preferences and personal aims in a diverse arts curriculum. As a result of time to gather, reflect, create and work on ideas and skills inside and outside of the classroom, children's wellbeing will be enhanced.

Teachers will be adventurous and confident in providing a diverse, imaginative and creative curriculum with the arts across all subjects with specialists enhancing the curriculum at stages during the school year.

Parents will be involved with an online gallery and holding talks/workshops with children.

Areas in the school will celebrate diversity in the arts through examples of work by a wide variety of established artists and members of the school community - children will have joint ownership over these.

Evidence:

Pupil and adult voice.

Data will show accelerated progress in the arts (especially after COVID dip)

Logic model will be reviewed and contributed to by all staff

Impact box full of observations

Approval

Click the box to agree to the statements and enter the name and date this was approved.

☐ I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey

☐ I agree to the Artsmark Award Terms and Conditions

(These are available online at artsmark.org.uk/terms-and-conditions)

Headteacher Name:

Date:

☐ I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey

☐ I agree to the Artsmark Award Terms and Conditions

(These are available online at artsmark.org.uk/terms-and-conditions)

Chair of Governors Name:

Date:

Checklist

Make sure your Statement of Commitment is complete before you submit to us.

- ☐ My school/setting name is written at the top of this document
- ☐ My DfE number is at the top of this document and matches the one I registered with
- ☐ My answer to the Context question has no more than 150 words
- ☐ My answers to Questions 1-6 have no more than 500 words each
- ☐ The Headteacher and Chair of Governors have approved this document

Ready to submit?

You should submit your Statement of Commitment within **three months** of attending your Development Day training.

Email your Statement of Commitment as an attachment to artsmark@artscouncil.org.uk

We will confirm receipt within five working days.

