



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

LOVED, LISTENED TO, CHALLENGED, INSPIRED

Art Subject Story

Curriculum Intent

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

Our intent as an Art department is that:

All students will see themselves as the artists that God intended them to be, will recognise the impact Art makes in the world, and have the skills and confidence to independently create works of beauty.

Curriculum Implementation

Each project within the primary school is designed by the primary teacher, supported by the Secondary Art team. Art projects work in tandem with the humanities based projects that form the backbone of the primary curriculum. The Primary Art curriculum should respond to the ever changing world we live in, the passions of the team, and most importantly, the needs and interests of the pupils. The ideal that we are developing to be the artist that God wants us to be should be at the heart of all that we create.

Recycling and respecting equipment, developing a unique voice, appreciating the beauty and message in others' work, and developing the skills to effectively observe the world around us are considerations at the heart of primary art development.

Curriculum Outcomes

Throughout our lessons, formative feedback is given by teachers, and peer and self assessment opportunities are embedded within each lesson. Students are provided structure to ensure that their peer and self assessment skills are purposeful and appropriate.

If you were to walk into Art lessons at St Richard Reynolds, you would see:

A walk through the Primary corridors will showcase a diverse range of artist responses on display, that showcases a range of abilities and unique visions from our pupils. All pupils' work will be exhibited at least once a year.

Displays are refreshed termly, and form a cyclical resource for discussion: Art work is discussed before

being made, during the process, and after it is on display.

The school website showcases exciting and dynamic artistic responses from all pupils and students, from EYFS to KS5.

Pupils within the Primary and Secondary school are signposted and encouraged to enter local and national competition, such as the Royal Academy Young artists award.

In observing a primary Art lesson, you would expect to see teachers modelling media skills, pupils working collaboratively, assessing their progress at key intervals, and relating their outcomes. Where appropriate, and as often as possible, a diverse range of media and processes would be in use.

An example of skill progression within our Art curriculum

Art is structured through EYFS, KS1, KS2, KS3, KS4, and KS5, to develop skills, allowing pupils to engage with Art and see themselves as artists and Art lovers, as well as providing foundation for skills at GCSE and A level success in later life. Below, you can see the expected skill level that each year group will be able to demonstrate:

AO1: Artists - Develop ideas through investigations, demonstrating critical understanding of sources					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can begin to identify what can be seen in an artwork.	Pupils can begin to identify what can be seen in an artwork. Pupils can explore how different artists explore the same stimuli.	Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent. Pupils can explore how different artists explore the same stimuli. Pupils can create artwork in response to artists that they have seen.	Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent. Pupils can explore how different artists explore the same stimuli. Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers.	Pupils can begin to identify what can be seen in an artwork, and explore meaning, mood, and intent. Pupils can explore how different artists explore the same stimuli. Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers. Pupils can explore and articulate the significance of art, architecture or design from history and create work inspired by it. Pupils can critique each other's work in a positive manner.	Pupils can identify what can be seen in an artwork, and explore meaning, mood, and intent. Pupils can explore how different artists explore the same stimuli. Pupils can create artwork in response to artists, and can begin to work in the style of artists, architects, or designers. Pupils can explore and articulate the significance of art, architecture or design from history and create work inspired by it. Pupils can critique each other's work in a positive manner. Pupils can demonstrate some understanding of the importance of the artists and what they brought to the specific art movement, in society and culturally. Pupils begin to look at how different artists and cultures have used a wide range of visual elements in their work.

Outstanding examples of learning

Outstanding examples of learning outcomes from the primary and secondary school can be found through this link:

[Outstanding Examples of Art at SRRCC](#)

Successes in 2021-22

- All pupils engaged in another successful Arts week.
- Pupils from yr5 collaborated with yr10 students to create exciting work.
- Pupils in the primary school celebrated their faith through the project 'Community'.

Priorities for 2022-2023

- Building on the links between Primary and Secondary.
- Ensuring all projects provide the stepping stones in creating confident artists.