



# How we teach ART at Lozells School

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## Our vision:

*To teach and nurture the children of our community is a privilege.  
Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.  
Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.*

## Our ethos is:

*Everyone is entitled to be the best they can be.  
We will enable children to learn, challenge them to think hard and guide their growth as young people.  
They are their own future, their family's future, our future.  
Our children have differences, character and voices and we encourage this!*

# 1. SUBJECT VISION STATEMENT

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Lozells believes that art and creativity is a vital part of a child's education, development and general wellbeing. It holds a significant role in the taught curriculum as well as enrichment opportunities provided throughout the year. The art curriculum will develop children's problem-solving skills, resilience, critical abilities as well as their understanding of the visual elements of art and design (drawing, painting, printmaking, textiles, collage and 3D). This will be developed through considered sequences of lessons that provide children with time to explore new techniques, use their imagination and enjoy the process of creating, developing and fine-tuning their skills. This will inevitably lead to producing some pieces of artwork that children can reflect on and appreciate. We believe the priority is the process and the outcome is the consequence of allowing time spent on the process of creating.

## 2. BUILDING ON THE SCHOOL CURRICULUM DRIVERS

### Healthy Advocates

Our children understand what it means to be a healthy, fit and happy both physically and mentally and will value this; taking positive action for themselves and supporting their peers with this.

### Respectful Citizens

Our children have respect for themselves and the voice, thoughts, feelings and beliefs of others; respecting the diversity our wonderful world has. Our children will gain an understanding of their emotions and have skills to resolve disagreements. Our children will be responsible citizens and know how to speak up against prejudice or injustice.

### Confident Communicators

Our children communicate their thoughts, ideas and opinions in a clear and confident manner through speech, writing and the safe use of online platforms. Our children are bold enough to say what is fair, make mistakes and unravel new learning through discussion with their peers. Our children understand how to listen and facilitate a respectful space for others to communicate also.

### Aspirational Learners

Our children have self-belief and high expectations of themselves; setting goals and working hard to achieve them both in school and at home. Our children know that mistakes = learning and understand that learning should be challenging. Our children are passionate about life-long learning and understand that great achievement starts with aiming high and believing we will.

### Knowledgeable Scholars

Our children have gained and understood a range of important foundational knowledge across all subjects which they will be able to build future learning upon. Our children strive to learn more, know more and put their knowledge into practice. Our children are curious about sources of knowledge and understand bias, perspective and influence. Our children have explored how knowledge has changed the world and how great inventions have come from a place of expertise.

### Successful Achievers

Our children understand the learning process, reflect on their own learning and are self-motivated to learn more and work to remember more. Our children work hard to be the best that they can be, have bold ambitions and overcome challenges through perseverance and determination. Our children take pride in their personal accomplishments and celebrate the achievements of their peers, providing motivation and encouragement.

Pupils and staff alike understand the unique benefit that art and the process of creating can have on our mental health. Children's self esteem is boosted through the creation of their art with many taking their skills home and creating artwork at home. Much of the children's artistic achievements are displayed around the school which in turn boosts motivation and self-esteem, helping to build a mentally healthy child.

In Lozells, children are exposed to a variety of different artists who have different styles and represent different cultures. Children have the chance to discuss different artists and the impact their art has on the world; how art is a tool that can help provoke change and promote a message. Children grow the ability to criticise and evaluate art of professionals, themselves and their peers in a respectful, thoughtful and constructive way.

Through our new CUSP Art curriculum there is an emphasis on using the technical language of the topic and the ability to use these words in discussions of the topic. Children are involved in pupil book studies where there are opportunities to see what the children have internalised and confidence in how they communicate it. Children are exposed to influential artists and now talking like artists, communicating their own opinions freely, respectfully and critically to appreciate and evaluate art, their own art, their peers and of professionals.

The skills of creating art take time, dedication and a lot of practise and children learn through making mistakes, learning to use their mistakes to create art. Our art lessons are a safe place to make our mistakes mean something, and show the value and beauty of challenges within art.

The children are able to apply their use of different art skills throughout their projects and understand how these are used in the wider world in professions such as architecture, engineering, designing of various sorts and more. The children can use different artistic styles and know which to use depending on the purpose.

Our CUSP Art curriculum encourages time to reflect and evaluate their work and the work of their peers, understanding what went well and how to improve moving forward. They can celebrate but also exercise their problem solving skills as they learn and refine different artistic skills. The children are proud to share their artistic creations from their lesson, eager to take them home to show family as well as being encouraged by their teachers who also create their own artistic pieces and ensure children's artwork is displayed and celebrated.

# 3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

## PURPOSE OF STUDY:

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 AIMS:

The national curriculum for art and design aims to ensure that all pupils:

- 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.

## ATTAINMENT TARGETS:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

## KS1 NC SUBJECT CONTENT:

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, shapes, 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.

## KS2 NC SUBJECT CONTENT:

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.

- to create sketchbooks 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
- about great artists, architects and designers in history.

# 4. INTENDED PROGRESSION THROUGH THE CURRICULUM

EYFS

KEY STAGE 1

KEY STAGE 2

## EYFS – ART AND DESIGN RELATED EARLY LEARNING GOALS

### Expressive Art and Design Programme of Study Early Learning Goal

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. They join in with songs, use different textures and can make different textures.

#### 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*

#### Physical Development Programme of Study

##### Fine Motor Skills ELG

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when

#### Communication and Language Programme of Study

##### Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

#### Understanding of the World Programme of Study





































##### The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes



## CUSP Art and Design – Core Content

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	<b>Drawing</b> Explore materials and tools for mark making 	<b>Painting</b> Explore mark making with paint, using primary colours 	<b>Printmaking</b> Explore resist and relief block printing, negative stencils and clay printing blocks 	<b>Textiles</b> Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric 	<b>3D</b> Use natural and man-made materials Create plaster casts from clay impressions 	<b>Collage</b> Explore the visual and tactile qualities of objects Layer paper to build an image 
Year 2	<b>Drawing</b> Evoke mood and represent movement through mark making 	<b>Painting</b> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours 	<b>Printmaking</b> Create repeated patterns with positive and negative space Print using natural objects as a stimulus 	<b>Textiles &amp; Collage</b> Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media 	<b>3D</b> Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard 	<b>Creative Response</b> <b>Drawing and Collage</b> Combine drawing and collage to add detail and interest 
Year 3	<b>Drawing and Painting</b> Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito 	<b>Printmaking</b> Create monoprints and explore mark making and pattern with printing tools 	<b>Textiles &amp; Collage</b> Explore pattern and colour combinations Use collograph and Plasticine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage 	<b>3D</b> Create relief sculptures Use wire to make 3D insects 	<b>Painting</b> Use a range of paint techniques to create backgrounds for effect 	<b>Creative Response</b> <b>Painting and Printmaking</b> Combine painting and printmaking techniques 
Year 4	<b>Drawing</b> Create contour drawings using still life and natural forms as stimulus 	<b>Painting</b> Learn about abstract art and develop colour mixing skills to include tertiary colours 	<b>Printmaking and Textiles</b> Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques 	<b>3D and Collage</b> Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering 	<b>Painting</b> Mix tints and tones to create an ombre effect with paint 	<b>Creative Response</b> <b>Drawing and Textiles</b> Refine previously taught drawing and sewing techniques 
Year 5	<b>Drawing and Painting</b> Learn about and use the technique of subtractive drawing Use organic lines to create landscapes 	<b>Printmaking</b> Create three colour prints and combine printing techniques 	<b>Textiles &amp; Collage</b> Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork 	<b>3D</b> Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls 	<b>Painting</b> Explore a range of effects which can be achieved using watercolour paint 	<b>Creative Response</b> <b>Printmaking and Textiles</b> Combine printmaking and textiles to embellish fabric 
Year 6	<b>Drawing</b> Combine techniques to create abstract images Learn about surrealism and portraiture 	<b>Painting and Collage</b> Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements 	<b>Printmaking and Textiles</b> Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces 	<b>3D</b> Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials 	<b>Painting</b> Combine techniques to create the illusion of water and depth 	<b>Creative Response</b> <b>Drawing and Textiles</b> Combine drawing and batik to add detail 

The blocks cover the following content in summary:

	Block A	Block B	Block C	Block D	Block E	Block F
<b>Year 1</b>	<b>Drawing</b> Tools	<b>Painting</b> Primary Colours	<b>Printmaking</b> Block Printing	<b>Textiles</b> Weaving	<b>3D</b> Plaster casts	<b>Collage</b> Layering paper
<b>Year 2</b>	<b>Drawing</b> Mood/movement	<b>Painting</b> Colour mixing – secondary colours	<b>Printmaking</b> Positive and negative space	<b>Textiles and Collage</b> Dip-dye	<b>3D</b> Cardboard sculpture	<b>Creative response</b> Drawing and collage
<b>Year 3</b>	<b>Drawing and Painting</b> Techniques: tints, tonking and sgraffito	<b>Printmaking</b> Monoprints	<b>Textiles and Collage</b> Collagraph, tie die and plasticine	<b>3D</b> Relief sculptures	<b>Painting</b> Backgrounds for effect	<b>Creative response</b> Painting and printmaking
<b>Year 4</b>	<b>Drawing</b> Contour	<b>Painting</b> Tertiary colours Abstract Art	<b>Printmaking and textiles</b> Monoprints and press prints - fabric	<b>3D and Collage</b> Wire structures	<b>Painting</b> Tints and tones to create ombre	<b>Creative response</b> Drawing and textiles. Refine sewing
<b>Year 5</b>	<b>Drawing and Painting</b> Subtractive drawing	<b>Printmaking</b> Combine three colour prints	<b>Textiles and Collage</b> Layering collage and weaving - Wall hangings	<b>3D</b> Sealing clay - slab and coil pots	<b>Painting</b> Watercolour paint effects	<b>Creative response</b> Printmaking and textiles Embellishing fabrics
<b>Year 6</b>	<b>Drawing</b> Combine techniques – abstract art Surrealism/portraiture.	<b>Printing and Collage</b> Combining different media. Learn Cubist work.	<b>Printmaking and textiles</b> Perspective drawings. Batik	<b>3D</b> Chiluly-style glass	<b>Painting</b> Creating illusion of water and depth	<b>Creative response</b> Drawing and batik to add more detail



# 5. IMPLEMENTATION THROUGH CUSP – EVIDENCE-BASED PRACTICE

## Overview

Each unit of CUSP Art involves three lessons that introduce new skills, practises them and then applies the skills. These lessons include using influential artists as models and inspiration as well as learning about how they have contributed to art throughout history.

Lesson 1	Lesson 2	Lesson 3
Exploration of techniques	Explicit teaching of techniques and exploration of materials	Applying knowledge, skills and techniques

Teachers are provided with information about influential artists, links to literature, resources that will be needed, essential vocabulary list and a teacher guidance video. This all ensures that teachers are well-equipped to teach high quality art lessons that ensure children remain engaged, can think deeply about artists and their different techniques, can apply them effectively and learn the importance of how art links to the other curriculum subjects as well as the wider world.

Across their time at school, children will experience a wide range of artists and artistic styles from a variety of different time periods. This will develop their own opinions and preferences of appreciating art and creating art. Also, developing their understanding of the historical context of art and the lived experiences of individuals and the role art has played in their lives.

## Point of reference: Y2 Drawing – Block A

Pupils will be able to:

- recognise a range of different marks
- apply pressure to change the mark



Prior Learning

- select a range of mark making tools and use them to create a variety of marks, including cross-hatching

### CUSP Connections:

No CUSP connections

### Art History:

Beth Krommes (born 1956)  
Beth Krommes is a contemporary American illustrator. She illustrates children's books and has been awarded several honours for her work. She is known for the engraving style of her work for which she often uses scratchboard. This is a cardboard coated with a fine layer of white clay which is covered by a layer of black ink. Krommes draws by scratching off the ink layer with a sharp tool to reveal white lines. The more lines drawn, the more detailed the artwork becomes.

### Links to Literature:

*Swirl* by Joyce Sidman (illustrated by Beth Krommes)  
*The Great Wave* by Véronique Massenet (illustrated by Bruno Pilgret)

### Materials:

Art sketchbook, assorted paper weights and textures (including paper towel and newspaper charcoal, oil pastels, chalk, paint (black, brown and white), PVA glue, paintbrushes  
Lesson 2 will require five or six different pieces of music to be played during the session.  
In Lesson 3, play *The Hebrides*, Op. 26 *Fingal's Cave* by Mendelssohn.

### Working Artistically

Shape	Line	Colour	Value	Form	Texture
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.

## Point of explanation: Y2 Drawing – Block A

Core Knowledge	Explanation
response	A response is an artistic or creative reaction to a stimulus such as music or other works of art.
stroke	Strokes are the movements that are made with a mark making tool. Strokes can differ in terms of size, direction and the amount of pressure applied.
linework	Linework relates to lines which are purposefully made to create areas of texture, shade and light. They may include: dots, dashes, cross-hatching, stippling and scribbling.

Technical Vocabulary	Definition
contrast	differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere
medium / media	material or materials used by an artist
stippling	a method of applying short marks to create a textured effect

Teacher guidance video: <https://vimeo.com/556549163/756b720f0e>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

The children are given a **knowledge note** at the beginning of each unit, which displays the objectives and skills as well as the new vocabulary and artist information for the unit.

Children refer to these throughout the unit to support their learning and recall of the new vocabulary.

## Year 2: Drawing



### Core content:

Explore mark making – use a range of marks with paint to represent movement, mood and texture.

### Technical vocabulary:

**Contrast** – differences in colour or in light and dark, used in photographs and paintings to create a special effect or present a mood or atmosphere.



**Medium / media** – material / materials used by an artist.



**Mixed media** – using various materials to create artworks.



**Stipple** – to paint or draw something using small marks.



### Connections:

Beth Krommes (born 1956)  
American illustrator,  
wood engraver, painter  
and pattern maker



## Year 4: Drawing



### Core content:

Explore the contour lines of still life objects and the negative space created between the objects.

Use a viewfinder to select a focal point for a composition.

### Technical vocabulary:

**2D** – two dimensional: a flat object that has only two dimensions (length and width).



**3D** – three dimensional: having or appearing to have length, width and depth.



**Composition** – the arrangement of people or objects in a painting or photograph.



**Focal point** – a thing or person that is at the centre of interest.



**Form** – the shape of somebody or something.



**Viewfinder** – a frame that can be used to select a specific area or object to focus on.



**Contour line** – the outer edge of something; the outline of its shape or form.



**Negative space** – the space around an object or person or between objects or people.

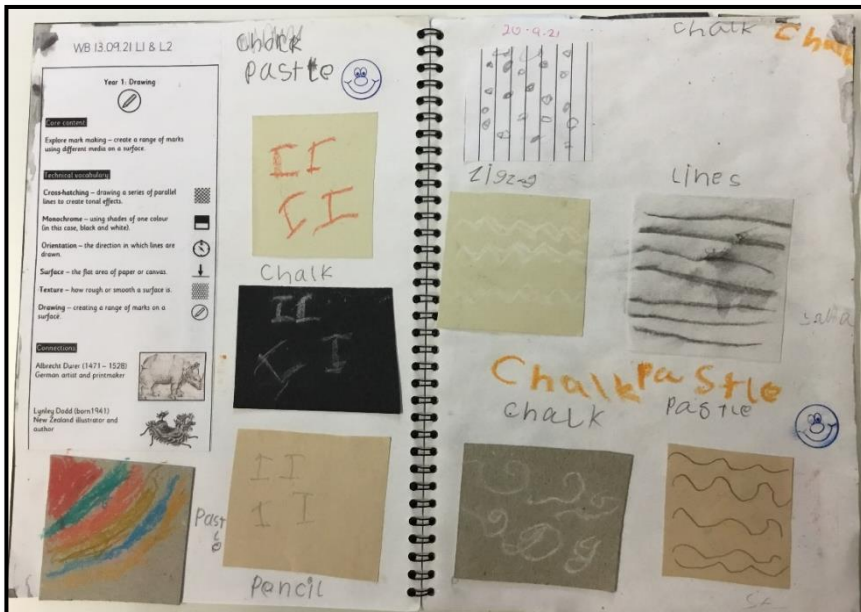
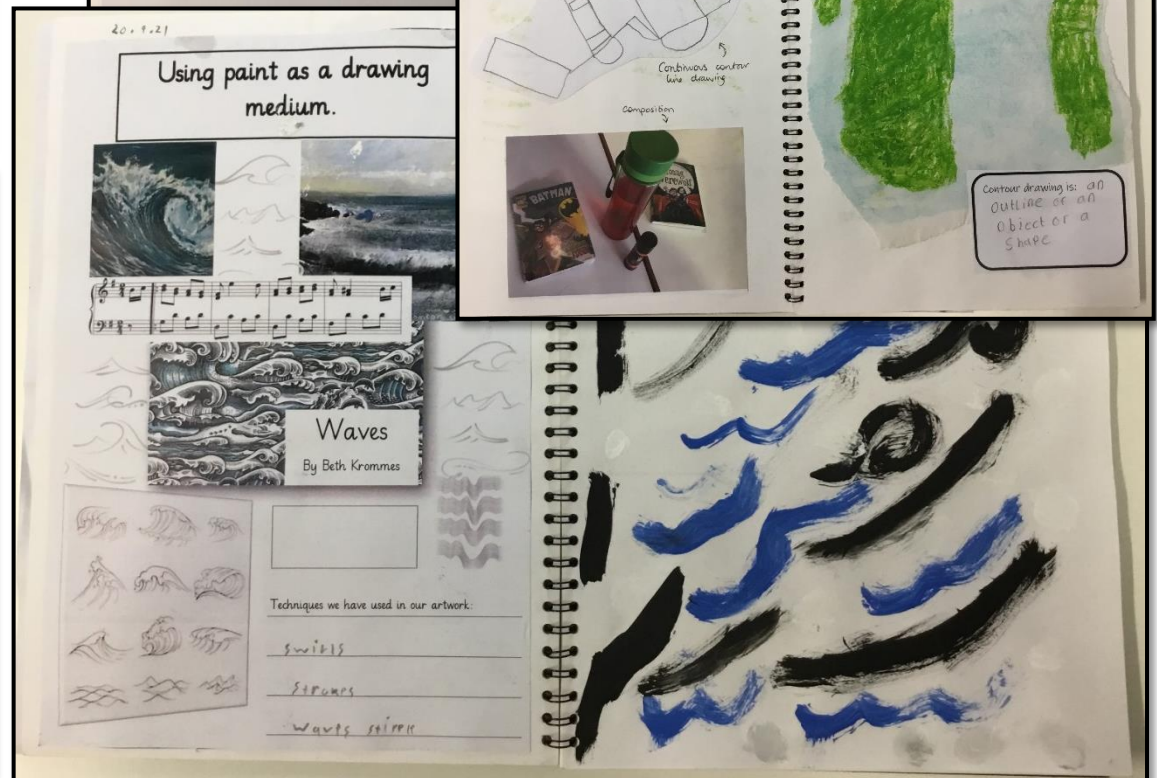
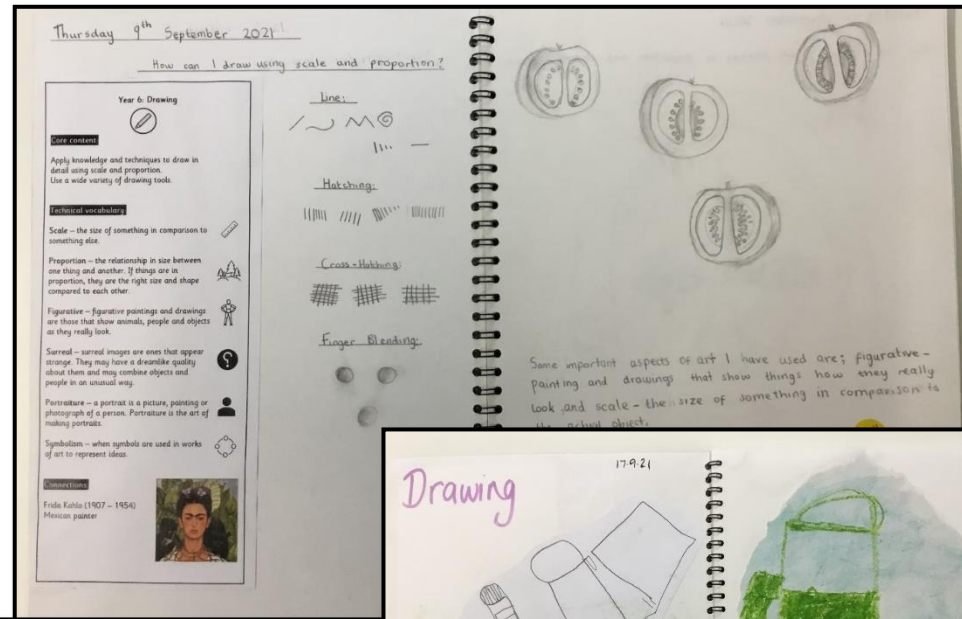
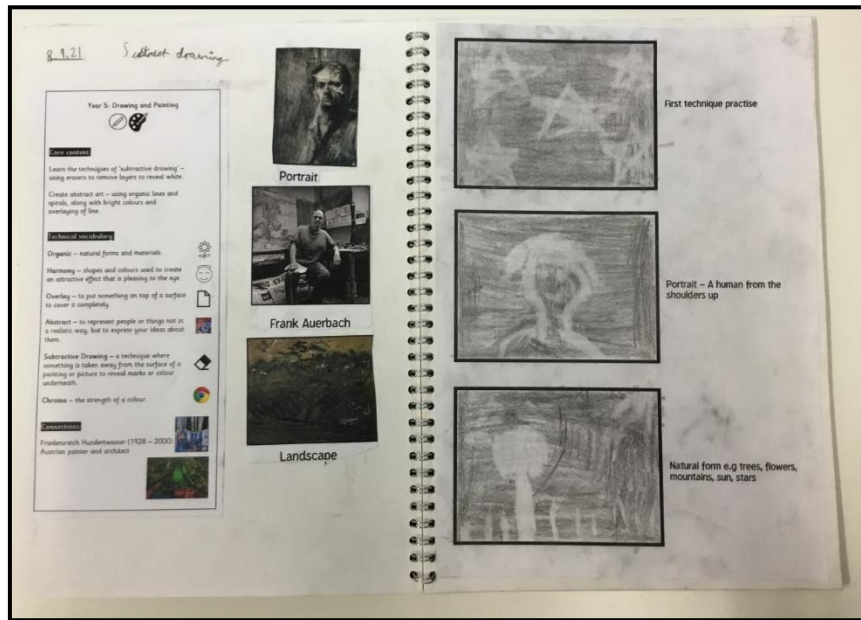


### Connections:

Giorgio Morandi (1890 – 1964)  
Italian painter and printmaker,  
specialising in still life



The children use **sketchbooks** to record, explore, practise, refine their artistic skills and techniques.



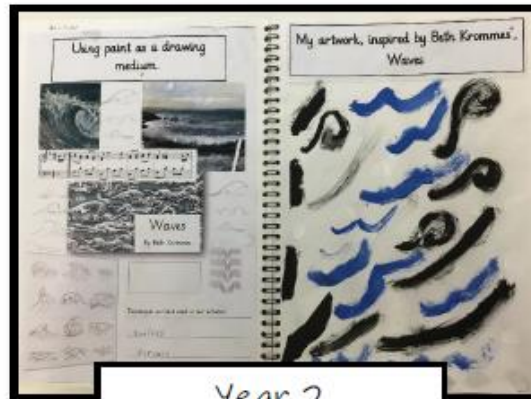


# Progression of DRAWING

(Autumn 1 2021)



Year 1  
Mark making with a range of tools



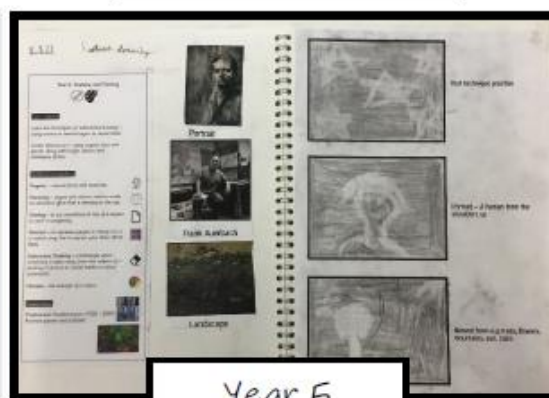
Year 2  
Mark making to create effect



Year 3  
Sgraffito technique



Year 4  
Control and detail in still life



Year 5  
Subtractive drawing



Year 6  
Draw in detail using scale and proportion

## Evidence of the progression

across the year groups in the 'Drawing' unit.

This shows how the skills of drawing are built upon each year.

# 6. DEVELOPING ENGLISH SPEAKING, READING AND WRITING SKILLS THROUGH ART

Every unit of CUSP Art comes with two oracy and vocabulary tasks, as well as additional vocabulary activities for the children to complete alongside their practical artwork. Children are encouraged to use the new learnt technical vocabulary in their speech, and in their written work.

## Oracy and Vocabulary: Y5 Printmaking – Block B

### Task 1:

There are lots of words that can be used to describe quantities of objects. Can you think of some? Use a thesaurus to help you. Write them in the table from fewest to most. Some have been done for you.

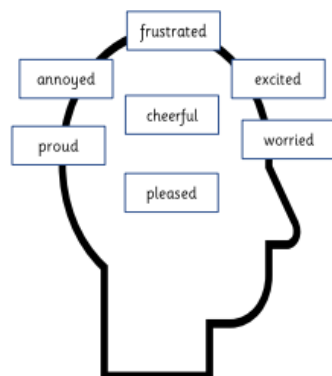
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Now, write a sentence about the printing process that includes one of your words.

Exploration:

How do you make broad incisions in a printing tile?  
Which marks print best – broad or fine?

How does the printed image change each time you make a mark and print?  
How do you achieve different coloured marks on a print?



### Task 2:

1 – Choose an emotion word that reflects how well you feel you have used the *reduction printing* technique. Are you happy with the results? What would you do differently next time?

2 – Explain the reduction printing process to a partner. Can you give them step-by-step instructions for how to create a print with three colours?

3 – Can you identify and describe the different printing techniques you have combined in your final piece? Explain your work to a partner or adult.



## Vocabulary: Y5 Printmaking – Block B

OWN-it	Analyse	KNOW-it	Definition
Change the prefix in the word <i>incision</i> and create a new word with a different meaning.		Write a definition of the word <i>transpose</i> .	Transpose means _____.
The word <i>reduction</i> is a noun. Write the verb that it comes from.		Tick the correct definition. An <i>inverted</i> image is ... ... an image that has been reversed. <input type="checkbox"/> ... an image that has been copied. <input type="checkbox"/>	
<i>Overlaid</i> is the past tense of a verb. Write the present tense form of the word.		Explain the term <i>reduction printing</i> in as few words as you can.	
Write three words in the box that can be made using the root word <i>print</i> .		Tick the sentence if you think it is correct. I created four edition of my print. <input type="checkbox"/>	
Write two words in the box that also have the prefix <i>trans</i> .		Fill in the gaps to make the sentence make sense. I followed a step-by-step _____ to print _____ copies of my image.	
True or False? <i>Numerous</i> is associated with <i>multiple</i> .		Is the word in <b>bold</b> used correctly in this sentence? Tick yes or no. Once you have rolled ink onto your printing tile, you can <b>transfix</b> your image onto paper.	
<input type="checkbox"/> True <input type="checkbox"/> False		<input type="checkbox"/> Yes <input type="checkbox"/> No	

## 7. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND

Teachers are knowledgeable about current educational research and in particular Sweller's Cognitive load theory. Teachers understand that children with SEND related to cognition and learning may require support to hold new learning within their working memory and process new learning. Teachers understand how to adapt resources and teaching tools to support children with SEND. There is a continued focus on challenge and high aspirations for learners with SEND and teachers know that it is important to remove barriers children may have in demonstrating what they know and can do. We have very knowledgeable and 'expert' learners across many subjects who also benefit from support with their SEND needs.

**Differentiation and scaffolding (Adaptive) teaching strategies can include:**

- Knowledge notes can be edited and adjusted for pupils with SEND. Teachers can ensure that these contain the essential, most important information children need with key vocabulary and carefully chosen icons to support children's understanding.
- Identifying alternative ways of recording
- Adapting to meet learners' needs
- Targeting additional input to lower attaining pupils and those with SEND
- Differentiating questions
- Setting clear objectives so that each child can understand them
- Make sure work is presented in small, achievable steps
- Chunk Knowledge Notes into manageable sections •
- Highlight key vocabulary
- Annotation
- Verbally share knowledge and understanding
- Rehearse orally allowing pupils to formulate and practice responses before recording them



## 8. ANALYSING THE IMPACT OF OUR ART CURRICULUM TO INCLUDE ASSESSMENT

When assessing artistic outcomes, it is important to remember that art is subjective so it is not appropriate to say whether a child has achieved expected standard solely on their artistic creation. Each child's work should be celebrated as an expression of themselves. Therefore, in Lozells when analysing the impact of the Art CUSP curriculum we are looking at and assessing these aspects of art:

- That children have learnt, retained and can use artistic language
- The ability in which children can use the artistic techniques taught and ability to choose which techniques are appropriate and/or desirable
  - The children's understanding and perception of their own capabilities and areas for development.

This is done through teacher judgment, informal quizzing and vocabulary tasks as well as through pupil book studies conducted by the subject lead. Pupil book studies give the children the opportunity to share their understanding of the artistic techniques they have learnt and practised, to show their knowledge of artists as well as a chance to present and evaluate their own artwork.

## 9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

### Key priorities for art in Lozells:

- Staff to receive relevant training in areas of art that are most appropriate for the needs of the teaching staff.
- Ensuring staff have the confidence around creating art and given support and direction as to where to find relevant subject knowledge information.
- Each classroom has access to basic arts and crafts materials so that children become independent, proactive and proficient in using their artistic skills throughout the curriculum areas.
- Implementing a manageable and effective assessment system to monitor progress in art across the school.
- Promoting art across the school with year group art displays, art clubs and art competitions.

Great ambitions for art at Lozells	How we are working to achieve this
The Lozells community develop an active engagement with art; appreciating and creating.	<ul style="list-style-type: none"> <li>- Art competitions</li> <li>- Art displays</li> <li>- Visiting artists</li> <li>- Art related educational visits</li> </ul>
Art to be incorporated across the other curriculum subjects	Growing teacher's confidence in their own artistic skills
...	...