



**Art**

**&**

# **Design Policy**

**February 2022**

Review date: September 2023

**Subject Leader:** Emma Healy

## Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

## Introduction

We believe a high-quality art education should inspire pupils by offering all children with learning opportunities to engage in exploring and evaluating art and design. Art and Design education gives pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It sparks their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

## School aims

Through our teaching of Art and Design we aim to:

- enable all children to have access to a varied range of high-quality art experiences
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- develop children's understanding of color, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- teach children to express their own ideas, feelings, thoughts and experiences
- develop children's design capability
- enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

## 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.

## Organisation

### Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through

providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

## **Key Stage 2**

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

All children present work in art or sketch books.

## **Planning (including differentiation, inclusion and evaluation)**

- Art and Design is a foundation subject in the National Curriculum. Our school uses a topic-based curriculum approach to deliver foundation subjects, however Art and Design is taught as a discrete subject within this topic
- We carry out the curriculum planning in Art and Design in two phases: long term and short term. The long-term plan maps out the skills progression to be covered in each term for each key stage. The plans contain vocabulary, learning objectives and specific questioning to produce metacognition in the classroom. The short-term plan is devised by the class teachers to include key vocabulary, learning objectives, questioning and the lesson outline
- Art and Design lessons are blocked and taught together each term in order for children to be immersed in their learning
- We plan Art and Design lessons so that they build upon the prior learning of the children to allow the consolidation of knowledge into long term memory
- Scaffolded support is offered to pupils with additional needs in order for them to access the Art and Design curriculum
- Opportunities for challenge and extension will be offered, mainly through outcome and questioning

## **Resources**

Our school has a wide range of resources to support the teaching of Art across the school. These are stored in the Art area upstairs. Any requests for new resources should be passed to the Art subject leader (Emma Healy). These should be considered and requested with adequate notice.

## **Assessment, recording and reporting**

Teachers assess children's work in Art by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers make judgement about each child's attainment using Curriculum Maestro to step children's progress termly, assessing their attainment as beginning, within or secure in the band for their year group.

## **Monitoring**

The monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the Art subject leader.

At the end of each term the Art subject leader will analyse the data from each year group and produce a report for the head teacher detailing attainment and progress in Art across the school. This will include analysis of specific groups within school such as Pupil Premium children and higher attaining pupils.

. Pupil voice is carried out termly by the subject lead to establish children's enjoyment and understanding of the skills taught.

The Art lead will observe art lessons across the school, monitor planning and collect examples of work for the art portfolio.

At the end of the year the Art subject leader will produce an annual report evaluating Art across the school.