

Curriculum Policy for Art & Design

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching and Learning committee



Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

Art and Design is a Foundation Subject in the National Curriculum.

This policy outlines the Intent, Implementation, and Impact of the Art and Design taught in our school. The Implementation of this policy is the responsibility of all teaching staff and Art and Design is considered to be a key enhancer subject, spanning our entire curriculum. The school policy for Art and Design reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

The Art and Design Curriculum is pivotal to our curriculum delivery and ensures that our pupils are immersed in a vibrant environment and have access to the rich cultural heritage that our nation and world affords. Every child deserves the opportunity to express themselves creatively using their imagination and own ideas. By developing their wider subject knowledge and the fundamental art skills, they are able to see what is possible when we broaden their artistic horizons.

Implementation

Art is taught mainly in Creative Thursday sessions which run from Year 1 to 6.

Final pieces of work are then displayed around school, on the website and in classes, meaning that a breadth of work from across the school is evident. The Subject Lead is both extremely hands-on in terms of supporting staff with planning and ideas generating. Class teachers ensure that wherever possible, Art and Design is delivered in a cross curricular manner. This year we have introduced the Kapow scheme which provides sequenced units of work and will ensure a range of artists are introduced to the children.

Our Art and Design Progression document is taken from the National Curriculum and has been added to where necessary to meet the unique needs of our pupils. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6. To highlight children's individual progress we introduced Art portfolio books a couple of

years ago and a termly activity, (Autumn, pencil drawing, self portrait. Spring, colour mixing flowers. Summer media of their choice real or abstract picture of the school.) This clearly shows how they are developing the key skills.

These statements have been transferred to our Art and Design Curriculum overview and Progression of knowledge, skills and understanding documents which have then enabled us to really focus on how knowledge and skills progress more specifically within each year group in order to meet the bespoke needs of our school.

Lesson planning in Art and Design will take account of prior knowledge and skill development building further upon existing skills in readiness for the next stage in the learning journey.

The Art and Design Curriculum overview and Progression of knowledge, skills and understanding documents includes knowledge of key artists and prominent periods of art history from British artists as well as other internationally renowned artists.

The Art and Design Curriculum overview and Progression of knowledge, skills and understanding documents breaks year group learning down into three main areas; Sculpture, Drawing and Painting and Artists, Architects and Designers. Key skills are then clearly set out enabling teachers to understand the precise requirements of each strand within their year group.

The Subject Lead has also prioritised and highlighted the pre- requisite vocabulary needing to be taught in order to fully immerse pupils in the subject. This is also progressive year- on-year and the Art and Design Vocabulary Progression document captures this concisely.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching.

Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

Extra-curricular activities, including after school clubs, are on offer for pupils who show an interest in or flair for Art. Specialist Art Days are held annually across schools . Artwork is often incorporated into other subjects particularly English, Geography and History. Whole school activities have taken place including class sheep funded by donations from the relatives of local artist David Jones displayed on the school fence.Coordinated by the Art lead, each child contributed towards the final piece, a large 3D cow, 'Hawthorn Glade' as part of the Dunescape Project and has been on tour across the country at a number of coastal areas, class projects funded by Barkwells, decorated sculpture sheep now situated near the school garden, the flowers which are in Lesley's Garden and annual whole school art exhibitions. During Covid, we hosted an online exhibition which is still available on the school website. which became part of their Dunescape project. 'Hawthorn Glade', as

Impact

Our pupils demonstrate confidence, independence, resilience and a real thirst for learning in Art and Design. Our commitment to The Arts can be measured through our Artsmark Silver accreditation. Our pupils can appraise significant works of art to build their interconnected understanding of art chronology and expertise. Our pupils leave us, being able to articulate favourite artists and know key periods of art history in order to prepare them well for the requirements of the Secondary School curriculum.