



POLICY FOR ART AND DESIGN

Pickhurst Academy

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Document Purpose

This document reflects the school's aims, principles, and strategies for the delivery of Art and Design. It will form the basis for the development of Art and Design in the school over the next year. It gives guidance on planning, teaching and assessment. This policy provides a framework for teachers, and it highlights guidance on assessment and the teaching and delivery of Art and Design.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The Significance of Art and Design

Art and Design is a subject that equips children with the skills to explore, experiment, create and express themselves in a safe, supportive environment. Art can be used a gateway for children to delve into different cultures, which in turn, deepens children awareness and sensitivity for the world around them. Art is a universal language, it is vital that children have the key to research artists, visit art galleries and produce pieces of art that allow children to view themselves as artists.

Aims

- To provide an imaginative, innovative, and coordinated art programme which will foster enthusiasm for art and design amongst all the children.
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To help each child achieve their creative potential in both two- and three-dimensional work, working on a variety of scales.



- To explore the functions of art, craft and design in their own lives and cultures.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople, and designers.
- To enable all children to have access to a varied range of high-quality art experiences.
- To stimulate children's creativity and imagination by providing visual, tactile, and sensory experience.
- To develop children's understanding of colour, form, texture, pattern, and their ability to use materials and processes to communicate ideas, feelings, and meanings.
- To teach children to express their own ideas, feelings, thoughts, and experiences.

Delivery

All pupils have an opportunity to learn and take part in Art and Design. A 6-week Art and Design unit, consisting of a 1-hour lesson per week, is taught every half term in Year 3,4,5,6. Art and Design and Design and Technology are taught on alternate half term to ensure curriculum objectives are met. Lessons are delivered by the Class Teacher.

Scheme of Work

We have created a personalised scheme of work, based on the National Curriculum expectations for England, which includes access and links to Kapow's resources. The scheme and accompanying lesson plans are designed to meet all the targets of the KS2 programme of study.



Intent, Implementation, and Impact

Intent

At Pickhurst, our Art and Design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our lesson plans and resources allow opportunity for children to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Using Kapow as a framework, the Art and Design subject leader designed a bespoke curriculum that is suited to the teaching and learning at Pickhurst. The curriculum supports pupils to meet the National curriculum end of key stage attainment targets.

Implementation

Our bespoke curriculum is organised into 3 units per year group. In our 'Art and Design Skills' and 'Formal Elements' units, pupils have the opportunity to learn and practise core art skills. The knowledge and skills from these units are then applied throughout the other units in the scheme. These key skills are revisited again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Our Progression Map demonstrates the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Our units are fully scaffolded and support essential and age-appropriate sequenced learning and are flexible enough to be adapted to form cross-curricular links with subjects within our broad and balanced curriculum. Differentiation is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.



Creative and independent outcomes are robustly embedded into our units. These support our pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning, using sketchbooks to document their ideas. The sketchbooks are introduced as the children's personal journal to document their journeys as artists. Teachers assess the children against the success criteria for that lesson, however no other 'teacher marking' is to be put in the book. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Impact

Our curriculum is designed in such a way that the children are involved in the evaluation and dialogue about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve.

The impact of our curriculum can be constantly monitored through our use of successful criteria as well as our use of 'hot' and 'cold' tasks. Each unit begins with a 'cold task' that require children to produce a piece of work without being exposed to specific subject knowledge needed. The children then embark on a 6-week unit where they acquire these skills and knowledge and at the end of the unit create a 'hot task'. This demonstrates the children's progression through the unit and showcases each child as an artist on a regular basis.

The expected impact of our Art and Design curriculum is that children will:

- Produce creative work, explore, and record their ideas and experiences.



- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about a range of artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Resources

Resources for each project are planned and supplied by the Art and Design coordinator. If class teachers are in need of further resources for their class, they can approach the subject coordinator and these resources can be discussed and if acceptable, supplied.

Cross-curricular

When possible, our art units are linked with other subjects within our curriculum. The philosophy of this is to match the holistic way in which we deliver our art scheme. Some examples of our cross curricular links are:

- Y3 – prehistoric art is studied at the same time as The Stone Age (History)
- Y5 – Art and Design Skills (puppets) are to be linked with Design and Technology unit in Textiles (waistcoats)

Whole school involvement

At our school, we are very fortunate to have our Additional resource Provision (ARP). The children have additional needs, however, they follow our Art and Design curriculum on a yearly cycle basis. The Art and Design coordinator



regularly discusses with the teachers based in this unit and is available to offer support when planning lessons, resourcing and assessing the units.

Assessment

The class teacher assesses each child's progress with reference to the attainment targets of the KS2 Programme of Study for Art and Design. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet. Assessment is based on observations of activities working towards the hot task. This information is recorded and stored in the 'Assessment Tracker' spreadsheet on the school network, and this is done at the end of each unit (Autumn, Spring and Summer).

Special Needs and Classroom Support

The teaching of Art and Design provides every child with a chance to take part and enjoy being creative. It can provide an environment where children feel safe to express themselves as they do not feel the pressure of their literacy/numeracy difficulties. Children are able to use their verbal, fine and gross motor skills to demonstrate their skills and understanding.

Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the differences and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Health and Safety

Health and safety arrangements are in line with the school policy.

Role of the Art and Design Coordinator

- Implement the delivery of a scheme of work for Art and Design which meets the targets of the KS2 Programme of Study



- Ensure the delivery of high-quality lessons of Art and Design.
- Manage the provision and deployment of the resources
- Bid for and manage the budget for this curriculum area
- Provide advice about the Art and Design policy
- Liaise with classroom teachers and senior management to keep them informed of latest developments and pass on assessment data
- Monitor and review the Art and Design provision within the school
- Keep up-to-date professionally, through reading and attending local network meetings.