



Birchington CE Primary School Art & Design Policy

LEARNING AND GROWING; SAFE IN GOD'S LOVE

At Birchington CE Primary School we strive to promote a real enjoyment of Art & Design and aim to deliver high quality Art & Design teaching, which supports and encourages all children to flourish and achieve their full potential from their unique starting point. Our approach to this subject area, as with everything at Birchington CE Primary stems from our school's Christian Vision.

Intent

Introduction

The purpose of this document is to outline the teaching of our Art & Design Curriculum which is in line with the National Curriculum (2014) expectations. It has been written with careful consideration of the practice that can be seen across the school.

Overview

As a Church of England school, we have created an aspirational Art & Design curriculum that is engaging, balanced, inspiring and specific to our pupils and their local area. It also celebrates a diverse range of Art & Design styles from around the world. Every child has the opportunity to develop the Art & Design skills and values they need to become a successful and fulfilled member of society, giving them the confidence to make a difference. Through our Christian Vision and School Values, we are committed to developing each child's unique potential by focussing on the 'whole' child and stimulating their curiosity and interest in Art & Design. Our pupils reach their best academically, develop a thirst for knowledge, foster a love of learning and leave our school ready for their next phase. We strive to deliver wide and varied learning experiences both within and beyond the classroom. We will teach towards the National Curriculum (2014) requirements for Art & Design encouraging every pupils' success. Quality first teaching provides opportunities for pupils to flourish and be successful in a safe and calm environment.

Aims

At Birchington C of E Primary School, we aim to:

- ensure the progressive development of knowledge and skills (Practical, Theoretical and Discipline based knowledge)
- enable children to observe and record from first-hand experience and from imagination; produce creative work, exploring their ideas and recording their experiences

- develop the children's competence in controlling materials and tools and becoming proficient in various art and design techniques and processes;
- begin to develop an awareness of the visual and tactile elements; foster enjoyment and appreciation of the visual arts
- develop a knowledge of significant artists, craftspeople and designers.
- increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design

Implementation

Our school has created our own bespoke, sequenced curriculum which is designed to meet the requirements of the EYFS Framework and National Curriculum Programmes of Study. It is tailored to the needs of our pupils and school community. Our Art & Design Concepts Skills, Knowledge & Progression Guide (CSKPG), which is in review and development, informs curriculum planning and ensures this is both broad and balanced. This aids teachers in their planning to ensure they are teaching the correct skills and concepts and that National Curriculum objectives are being met. Curriculum implementation in Art & Design gives purpose for children's learning. Our pupils are provided with Art & Design opportunities that develop key Art & Design skills and knowledge, which can be used in the next stage of their school journey and in life. Our Art & Design curriculum is designed so that its implementation gives children opportunities to develop their substantive and disciplinary knowledge and reach specific end points that can be assessed effectively. Pupils of all abilities are challenged and supported appropriately. There is also flexibility within timetabling so Art & Design can be taught weekly or in blocks.

Objectives of the Art & Design Curriculum

We have thoroughly explored the research to create a well sequenced and progressive curriculum incorporating the key concepts children need to be confident in Art & Design processes.

The key concepts in Art & Design we plan a progression for, are as follows: culture, critical thinking, design, expression and influence.

Early Years Foundation Stage:

Art & Design learning can be found within 3 key areas of learning of the Foundation Stage Curriculum Framework: Understanding the World; Physical Development; and Expressive Arts and Design.

In Reception, the objectives are the following:

Understanding the World

Past and Present

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Physical Development:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design:

Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Stage 1 and 2

Children are taught a range of knowledge and skills in both Key Stage 1 and Key Stage 2. 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.

Key stage 1

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, shape, 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.

Key Stage 2

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.

Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Classroom Approach

Art & Design is taught throughout the school, focusing on the expected key elements. While we teach Art & Design as a discrete lesson, we also give our children the opportunity to enjoy and recognise links with other Art & Design opportunities within their overall school experience.

In Reception, the children experience Art & Design throughout their day. They have access to adult-led and child-initiated activities delivered through planning and play.

To enable our children to meet the intentions of the Art & Design Curriculum, in Key Stages 1 and 2, the areas of drawing, painting, 3D work, textiles are revisited every year. Each term these lessons are taught either as a blocked day or spread out across the weeks within a term.

When planning teachers sequence lessons so that the first lesson introduces the artist and/or artistic style. This is followed by lesson which teach and apply the skills needed. The final lesson consists of planning and creating with an opportunity to reflect.

Children in Year 2 and KS2 keep a record of their work in Sketch Books which they use to explore, plan and evaluate their work.

Additional Art & Design Opportunities

Throughout the year there are several different after school clubs run by teachers which allow children the opportunity to enhance their skills. As a school we participate in numerous competitions, such as Thanet Young Artists Festival which takes place on a yearly basis, and are fortunate to have an artist in residence who will spend time with different year groups and provide opportunities for a small number of children to visit an artist's workshop. The children use their artistic knowledge to create displays for the local church for events such as Easter, Christmas etc. Each term an 'Artist of the Term' is placed on the School Art Gallery and website.

Impact

The Leadership Team, Expressive Arts Hub, Art & Design Subject Leader, teachers and teaching assistants all play different roles in ensuring our Art & Design curriculum has maximum impact for every pupil. Leaders evaluate and monitor overall impact which is essential for our curriculum's continued development. Medium Term Plans are reviewed and adapted so learning is rich and engaging and teaching leads to high standards. Monitoring of impact is carried out in a variety of ways, including watching and feedback, learning walks and gathering 'pupil voice'. Planning and book scrutiny also assist Leaders in targeting training, supporting colleagues and identifying next steps for improvement. Success is measured through summative assessment and the tracking of individual pupils and pupil groups within Art & Design.

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Success is measured through summative assessment and the tracking of individual pupils and pupil groups within each subject area. It is also measured through the children's' preparedness for the next phase of learning and for life. This role is led by our Assessment Lead and carried out by Subject Leaders. Teacher assessment is moderated within Year

Groups, Key Stages and across the whole school as well as alongside other schools. External moderation also forms part of this process.

Assessment

Assessment takes place in line with the school's Monitoring and Assessment Policy. At Birchington CE Primary School class teachers use regular and robust formative assessment to assess the children's learning in lessons, and to inform future planning. Throughout the year, class teachers are expected to review and update our Foundation Subjects assessment tool for Art & Design which focuses on children being assessed against the key concepts in Art & Design. At the end of each year, class teachers make a summative assessment of each child's attainment.

Children will be assessed in Art & Design as the following:

- 0 – Working significantly below Age Related Expectations
- 1 – Working towards Age Related Expectations (WTS)
- 2 – Working at Age Related Expectations (EXS)
- 3 – Working Above Age Related Expectations (GDS)

Role and Responsibilities of Art & Design Subject Leader

At Birchington CE Primary School, the Art & Design Subject Leader has the responsibility of overseeing all aspects of Art & Design and be the school 'expert' supporting staff and working alongside other staff to drive standards.

Main Purpose

Play an active role as a member of the Expressive Arts Hub and also the Subject Leader for Art & Design, taking lead responsibility for providing leadership and management to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

The duties and responsibilities including links with Reading, SEND and Safeguarding are laid out in the Art & Design Subject Leader job description.

Inclusion

At Birchington CE Primary School we teach Art & Design to all children, whatever their ability. Art & Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Art & Design we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning Art & Design and made adaptations where needed.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme.

Expressive Arts Hub reviewed: February 2024

Review Date: September 2026