




Art Curriculum Policy

November 2024

Signed (Chair of Trustees):	
Date:	November 2024
Date of Review:	November 2025

Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

Art Curriculum Policy

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Aim

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.

The curriculum for art and design aims to ensure that all pupils produce creative work, exploring their ideas and recording their experiences. This will ensure that they become proficient in drawing, painting, sculpture and other art, craft and design techniques. We want all pupils to be able to evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Our children will 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.

Through high-quality art teaching our children will learn to use a range of materials creatively to design and make products. They will be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. We want them to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

We set out components and components of art learning that deepens pupils' understanding 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. They should be able to create sketch books to record their observations and use them to review and revisit ideas. We want all pupils 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 and know about great artists, architects and designers in history.

We want our children to be able to:

- 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.

How we teach Art

We want all children to access the subject and gain knowledge and skills that will enable them to understand, interpret and appreciate Art. A variety of styles is used by the school to teach Art. Our principal aim is to develop the children's knowledge, skills and understanding in art. To achieve this our curriculum involves deep exploration of artists and their styles. We ensure

that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, setting common tasks that are open-ended and can have a variety of responses; setting tasks of increasing difficulty where not all children complete all tasks; grouping children by ability and setting variations of tasks for each group; providing a range of challenges with different resources; using additional adults to support the work of individual children or small groups.

Art Curriculum Planning

Within the national curriculum Art is a foundation subject. In our school, we refer to Art as a Main Subject, which is aimed at raising the profile of non-core subjects. Our Art curriculum meets the breadth and ambition set by the National Curriculum and is underpinned by evidence-based research on how children excel through engagement in Art, particularly children who have special educational needs.

Our Art curriculum has the breadth and ambition that ensures all children's learning is planned and sequenced so that the knowledge blocks build on what has been taught before and towards clearly defined composite end points, weekly, termly and yearly. The Art curriculum reflects our local context and presents our children with a window into the amazing world of international artists for inspiration.

Our programme of study sets out the structure for through which our aims will be implemented. It includes how all children including those with special educational needs will gain the knowledge and skills at each stage. Our art subject leader works this out in conjunction with SLT and teaching colleagues in each year group to ensure it is achieved.

Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a daily plan for each art lesson and meet with staff and colleagues across Trust schools to review minimum expectations of what each child is expected to produce. Teachers follow the lesson timeline. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

Creativity underpins our work in the Nursery and Reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another. This extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Teaching Art and Design to children with special educational needs

We believe that all children are entitled to access to all subjects. The SEND Code of Practice demands that children with SEND are entitled to reasonable adjustments and access to the curriculum. So, we teach art and design to all children, whatever their ability. Art and design is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We look at individual children and determine that when progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors classroom organisation, teaching materials, teaching style and variation so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art. We enable pupils to have access to the full range of activities involved in learning art. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess the children's work in art whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards. The teacher records the achievements that each child has reached in his or her progress booklet, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year. The class teachers keep evidence of the children's work

in an e-portfolio. This demonstrates what the expected level of achievement is in art in each year of the school.

Resources

Resourcing any subject remains a key priority in delivering the subject as intended. We have a wide range of resources to support the teaching of art across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art cupboard. We have half-termly review of the resources needed to plan ahead to ensure that weekly lessons are delivered with efficiency.

Monitoring and review

At our school, 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. The work of the subject leader involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school. The art subject leader gives the headteacher a half term summary report in which they evaluate the strengths and weaknesses in the subject, pupil voice, what went well, what needs to happen next and any extra curricula activities within the subject. The art and design subject leader monitors art books and art work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done by class teachers on a half term basis when each topic is complete. The skills go over a whole key stage. Our assessments are uploaded on to sims. This is then monitored by the art coordinator every half term.

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art	Autumn	Colour and Line	Silhouettes	Textiles	Charcoal	Sculpture	Clay
	Spring	Colour and Shape	Sculpture	Pottery	Colour and Line	Painting and pattern	Sketching
	Summer	Cubism	Landscapes	Mosaics	Painting and colour	Landscapes	Drawing and painting