

# Curriculum policy: Art and Design

# Art and Design:

Create, evaluate, appreciate



## Curriculum Intent

Through art and design, children will be given opportunities to develop ideas; master techniques; and take inspiration from the greats through painting, collaging, sculpture, drawing, printing, textiles, and digital media.



## Curriculum Aims

**We want children to be able to:**

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what art is and the importance and value of studying the subject
- use a range of materials creatively to design and make products
- Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- Discuss and evaluate 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
- Self-assess their own work and the work of their peers



## Lesson structure

We want art and design to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

Art and design is taught using an enquiry approach. Each unit begins with an overarching question or problem to solve to hook and engage the children. There is also a clear unit outcome, providing a clear purpose for the learning.

Each lesson begins with a clear learning objective. Success criteria are expressed as 'I can' statements which the children can self-assess as the lesson and unit progresses



## Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work. It starts with the unit title and key enquiry question.

Most units end with children producing a finished product.

It is essential that teacher's read, digest, and fully understand how each lesson builds towards producing the finished digital artefact.



## Curriculum Implementation

We teach art and design as an explicit subject from Years 1 to 6 using the Plan Bee scheme.

Children are taught three units over the year. Each unit has six sessions. These units cover all strands of the National Curriculum.

All children work on the same core tasks. Those that grasp content and concepts quickly can go to work on the extensions within the task.

In Early Years there are opportunities to teach art skills through guided, adult led lessons and opportunities for more independent learning during continuous provision. Art is taught in two strands, expressive and imaginative. Children develop their understanding of both strands by exposure to playdough, painting, drawing, constructing, and through role play. Throughout the week children are given many opportunities to explore and engage in art sessions indoor and outdoor.



## Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

Each unit is clearly evidenced with a title page which breaks down the 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson.

By looking at which 'I can' statements the children have achieved, the children, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



## Inclusion

We teach reading to all children, whatever their ability. Art and design lessons are planned to meet the expectations of each year group, and the individual needs of the children. Those working towards expectations will work on tasks that are adapted to suit their needs. Questions posed within the sessions provide opportunities for all children to be able to contribute.



## Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for art and design are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of art design takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

Date written: July 2022

Review date: July 2024