



Subject Policy

Art and Design

Reviewed by: Matt Hawley

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INTENT: At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to be a highly-purposeful, caring Christian community, in which our children:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our art curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our art curriculum, in line with the 2014 National Curriculum, we aim for children to:

- Produce highly creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design
- Evaluate and analyse creative works using language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.

Our art and design curriculum engages, inspires and challenges 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 will be supported to think critically and develop a more rigorous understanding of art and design, whilst also securing an understanding of a range of artists and styles from across a range of cultures and periods in time.

Progression of Skills: The skills that we aim to equip all children with throughout each stage of their development are detailed within our progression of skills map. These skills are broken down into seven key areas:

Specific Art Skills	General Art Skills (across all units of art)
<ol style="list-style-type: none">1. Drawing2. Painting3. Sculpture4. Collage5. Printing	<ol style="list-style-type: none">6. Exploring and Developing Ideas7. Exploring Work of Other Artists

The general art skills are taught across all teaching units of art. The specific art skills on the other hand, are taught

intensively throughout some of the units, and are not covered in others. Our curriculum mapping ensures that there is adequate coverage of each specific skill throughout each age-phase of the school.

Progression of Knowledge: We have created knowledge organisers for each of our units of learning. These organisers map out the information that children should know and understand by the end of each teaching unit. They contain key details about the specific style, artists and works being studied. They are sent home to parents at the start of each unit, are used by teachers throughout the planning and teaching process, and are used in part to form our end of unit assessments.

Curriculum Mapping: Our curriculum map outlines the units of learning that are covered throughout a child's time at Debden. Similar artistic disciplines are taught across the school at the same time, making it easier to ensure that there is adequate progression of knowledge and skills outcomes between phases. We have also worked thoughtfully and collaboratively to ensure that there is an appropriate range and progression of knowledge and skills throughout each unit. Each unit is linked to a number of influential artists (who have contributed to the style or have works that use similar skills) so that children can learn about and draw influence from effective works. This includes a range of both male and female artists from a range of ethnicities and backgrounds.

IMPLEMENTATION:

'Blocking': Our Art curriculum is taught in 'blocks' – within each term, children learn art intensively in the afternoons over a period of 2-3 weeks. This provides the same time allocation to the subject as timetabling art continuously for an hour per week, but gifts the advantage of enabling teacher and children to truly immerse themselves within a subject. This enables a greater depth of study and embeds key skills. Furthermore, art units have been mapped with close consideration of cross-curricular links (e.g. the blocked art unit of cave painting follows the history 'Stone Age block'), enabling increased opportunities to build schemata.

Resources: To aid their delivery of the key skills and knowledge outlined in our curriculum intent documents, teachers use the 'Drawing is a Class Act' and 'Painting is a Class Act' schemes. This approach provides a structured approach to the development of drawing and painting which aligns with our skills map. We have found that using these resources has significantly raised standards in art and more importantly, pupils' self-esteem and confidence, in turn helping to promote high standards in other curriculum areas.

Pedagogical Approach: Across all subjects at Debden Primary Academy, we use teaching strategies drawn from Rosenshine's work on *The Principles of Effective Instruction* and Lemov's recommendations in *Teach Like a Champion*, and this includes within the teaching of art. Some of the most important pedagogical strategies include:

-New Material in Short Steps: The individual components of large-scale works are given in small chunks of new material, ensuring that children's working memory is not overloaded.

-Regular Review: We spend the initial portion of lessons reviewing what has been learnt in prior lessons, terms and years. This helps to commit information to long-term memory.

-No Hands Up/ Cold Calling: We want to ensure that every child is an active participant in their learning, who fully engages and is able to contribute ideas. Cold calling also helps us to gauge what every child in the class understands, in order to tailor our teaching to the children's needs. To allow children to orally rehearse responses, we also provide

regular opportunities for talk partners.

-Guided Practice and Independent Practice: Throughout units we aim to progress from practice that is more heavily guided and scaffolded, to more independent practice when a high success rate has been achieved.

-Provide Models: Children are given models through the expert artwork that they explore. We work to develop children's critical curiosity and appreciation of art. By exposing our students to works of art, giving them the space to examine their reactions, and opening a dialogue to share their thoughts, we help them develop empathy, connect with history, flex their critical thinking and observation skills. We facilitate this through a range of questions, including:

<i>-What's going on in this artwork?</i>	<i>-How would you describe this artwork to someone who has never seen it?</i>
<i>-What was your first reaction to this artwork? Why do you think you had the reaction?</i>	<i>-What adjectives would you use to describe this artwork?</i>
<i>-Does your opinion about the artwork change the longer you look at it? Why?</i>	<i>-What verbs would you use to describe this artwork?</i>
<i>-Describe the lines in this artwork</i>	<i>-How do you think this artwork was made?</i>
<i>-Describe the colors in the artwork</i>	<i>-Why do you think this artist created this work?</i>

Curriculum Enrichment: Across the academic year, we intend for every class to benefit from at least one art curriculum enrichment experience. This may take the form of a trip, visit or other experience that enhances the particular unit being taught, develops children's enthusiasm and appreciation for the subject, and progresses their artistic knowledge and skills.

Art Sketchbooks: Children's development in art is showcased within high-quality, hardback sketchbooks, which graduate with them throughout the school. Here they are able to record their observations and use them to develop, review and revisit ideas. The sketchbook is at the centre of their creativity, and provides children with a space to express, create, develop and learn.

IMPACT:

Whole-Class Feedback – In addition to the verbal feedback that is provided within each art lesson, teachers are expected to complete at least one whole-class cycle within each art block. This includes highlighting strengths, identifying misconceptions and next steps, and commenting upon the children's presentation. A 'blue sticker task' (the call to action) should be utilised to address misconceptions and learning that has not been secured.

End of Unit Assessment – At the end of each unit, teachers assess children's attainment using a score of 1-15, in line with our Foundation Assessment system. In art, the make-up of the 15 marks are outlined below.

5 marks for...	5 marks for...	5 marks for...
<u>Exploring and Developing Ideas</u> <i>Sketchbooks assessed against the criteria in the relevant area of the skills map.</i>	<u>The Specific Skill</u> (e.g. painting, drawing, sculpture, collage or printing). <i>Final piece assessed against the criteria in the relevant area of the skills map.</i>	<u>Understanding of the Work of other Artists.</u> <i>Assessed via a 5-mark assessment paper.</i>

Children's scores are tracked via our 'Insight' monitoring system, to enable us to understand the progress that they are making throughout the school, and to tailor our approaches accordingly.

Comparative Judgement: At the completion of each writing block, we use comparative judgement methods to moderate teacher assessments. This involves teachers ranking artwork by comparing pieces against one another, provoking discussion, and helping us to ensure that our assessments of children's compositions are accurate and reliable.

'Pop-up Galleries' – At the end of each unit of Art, work will be displayed via a 'pop-up gallery', which will showcase the children's artistic compositions from across the school. Parents will be invited to view the art on display alongside their children. This will help to celebrate and inspire the children, as well as building their confidence in their artistic endeavours.

Monitoring – 2-3 times per year, subject monitoring of art takes place, which is normally carried out by the subject leader (at times, this may be a senior leader). At least once per year, this is carried out alongside the link Governor for the subject. The subject monitoring process includes:

- Lesson visits;
- Trawl of children's sketchbooks;
- Student chats;
- Checking of student understanding of information on knowledge organisers;
- Viewing classroom displays;
- Conversations with teachers;
- Analysis of assessment data;
- Subject leader 'deep-dive' questions and review of key subject documents (when with link Governor).

The information gathered from teachers is fed back in a timely fashion via our subject leader monitoring reports.