



FIVE STONES

Learning Federation

**Five Stones Learning Federation
Curriculum Policy**

Adopted: September 2020

Review: September 2021



Five Stones Learning Federation Art and Design Policy



Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

Introduction

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Intent

Our art curriculum intends to develop pupils who are creative and inspired artists, with a wide variety of artistic skills that they can use across the curriculum and for their own enjoyment.

At Evenwood C of E Primary, we believe that learning is a change in long term memory. We believe children learn best by having opportunities to revisit previous learning. We teach art every term to ensure that the children can fully immerse themselves and have opportunities to reflect and build on prior learning and skills.

The knowledge and skills required to excel in this subject are set out in the art progression document. This document has been created across the federation by the art subject leads in partnership with the curriculum lead. Each member of teaching staff has access to the document as a supportive tool when planning in order to review previous learning; ensure a coherent curriculum that outlines essential knowledge and skill development; and as an accurate assessment tool.

At Evenwood C of E Primary, we want children 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

Implementation

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. 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 or 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 to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Art and design curriculum planning

Our curriculum design is based on principles derived from evidence through cognitive science:

- Learning is most effective with spaced repetition.
- Retrieval of previously learnt content is frequent and regular, which increases both storage and retrieval strength.

In addition to the principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is skill/knowledge specific. We make intra-curricular links to strengthen schema.

Continuous provision, in the form of daily routines and starters to lessons, provides retrieval practice for previously learnt content.

The long-term planning in the art sets out when and what component is taught throughout each term. Art and Design is planned over a two-year cycle to accommodate mixed age group classes. The content is coherently planned to allow for a progressive, well-developed curriculum that builds on knowledge and skills to develop strong procedural and semantic knowledge, providing a deeper, more sustainable understanding of the curriculum content where children are active in making connections to everyday life and the world they live in.

We plan the activities in Art and Design so that they build on the children's prior learning and give children ample opportunity to retrieve knowledge from their long term memory. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is increasing challenge for the children as they move up through the school.

The Foundation Stage

We encourage creative work in the reception class, as this is part of the Expressive Art and Design curriculum within the Foundation Stage of the National Curriculum. We relate the children's creative development 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, design, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve 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.

Impact

The successful approach at Evenwood C of E Primary School results in a fun, engaging and high-quality art education that provides children with the foundations and knowledge to become creative and inspired artists. Our learners will not only acquire the appropriate age-related knowledge but also skills which will equip them to progress into further education and their everyday lives with rich artistic vocabulary.

They will become confident artists, who can use a range of materials, skills and techniques, understand how to manipulate materials and apply these to their own works of art. They will have a sound knowledge about real artists, near and far, past and present and understand what inspired them to create and then in turn be inspired themselves.

Art and design also contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work. The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

Assessment for learning

We assess the children's work in art and design while observing them working during lessons and this is formally recorded each year against the National Curriculum expectations. This information will contribute to the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader has specially-allocated time in which

to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

This policy will be reviewed at least every two years.