

HOLY TRINITY



C.E. PRIMARY ACADEMY
(HANDSWORTH)

Art and Design Policy

Subject Champion: Rebecca Clarke

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Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 Art and Design at Holy Trinity

Art and Design embodies some of the highest forms of human creativity which 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. By teaching Art and design, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individual artists. At Holy Trinity, the teaching of the Art and Design curriculum has been carefully considered. Key Stage 1 and Key stage 2 utilise the Kapow scheme of work.

Kapow's Primary Art and Design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written with the intention of giving pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Kapow Primary's Art and Design scheme of work supports pupils to meet the National Curriculum end of key stage targets and has been written with the aim of delivering the essential progression of knowledge and skills to be successful in art and design.

1.3 Curriculum aims

The national curriculum for art and design aims to ensure that all pupils:

- 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

2. Implementation

Art and Design at Holy Trinity is designed with five strands that run throughout:

- Making skills
- Generating ideas
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

Through Kapow, our chosen scheme of work, these strands are revisited in every unit. In the 'Art and Design Skills' and 'Formal Elements of Art' units, pupils have the opportunity to learn and practise skills discreetly. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

2.1 Curriculum delivery

The introduction of the Kapow scheme allows for a clear and concise coverage of key skills across the key stages. The Kapow curriculum has been implemented from September 2021 and staff have received CPD training on the use of Kapow and the resources available.

All classes in Key Stage 1 and 2 have a weekly Art and Design lesson that is taught by the teacher each week over three half terms. Teaching covers three units every year building upon previously taught skills.

Our Art and Design curriculum develops pupil's knowledge and understanding of key artists and links to artists through practical work. The units are fully scaffolded and support essential and age-appropriate sequenced learning. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make creative choice and decisions so that their art outcomes, whilst being knowledgeable, are unique to the pupil and personal.

2.2 Planning

At Holy Trinity, Art and Design is taught through a knowledge-based approach. The overview for the school states which area of art and design is to be covered and the Progression of Skills documents states which skills and techniques will be covered in each year group over time to ensure that attainment targets are securely met by the end of each key stage. Art is taught in 1-hour sessions in Key Stage 1 and 45 minute sessions in Key Stage 2. Art and Design in the early years is taught as an integral part of the EYFS curriculum and opportunities to explore media and materials are developed through continuous provision.

2.3 Teaching and Learning

Art and Design in EYFS

In Art and design, by the end of EYFS children will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials

They will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

Art and Design in Key Stage 1

By the end of Key Stage 1 children will:

- Be able to use a range of materials in a creative way to design and make products.
- Be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop their own use of colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describe similarities and differences between different practices and principles, and used some of their techniques in their own work.

Art and Design in Key Stage 2

By the end of Key Stage 2 children will:

- Develop their techniques to create and experiment with greater control and choice of materials through the study of great artists and designers.
- Be confident in the use of sketch books to record their observations, develop review and refine their ideas.
- Have improved their mastery of a range of art and design techniques including drawing, painting and sculpture with a range of materials.
- Be aware of different kinds of art, craft and design and the techniques that are used to create them.

3. Impact

Our Art and Design Curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. By taking part in regular discussions and decision making processes, children will not only know facts and key information about art, but they will also be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The intended impact of the chosen scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpturer and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectation outlined in the National Curriculum for Art and Design,

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - daily within class to identify children needing support and adapt teaching.
 - weekly in planning meetings to assess gaps and address these immediately.
 - during marking to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinies, learning walks, lesson observations and pupil voice.

3.3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.