



Barley Fields

Primary School

Art and Design Curriculum Policy

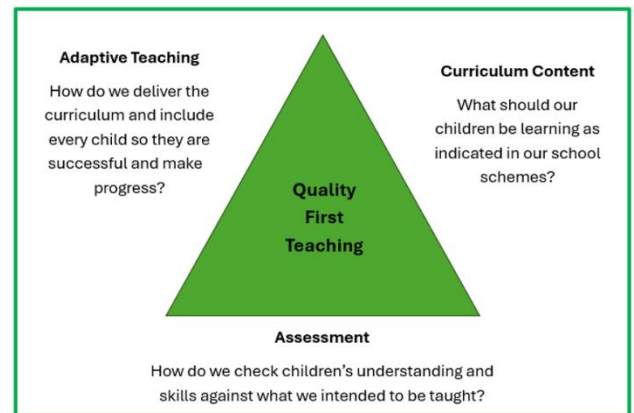
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1. Curriculum Statement

At Barley Fields Primary we have designed our Art and Design curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for art and design is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



Intent: This is what we want for our children

At Barley Fields Primary School, we believe that art is a vital and integral part of our children's education. Creativity takes courage and we are a school that values creativity. Art provides children with opportunities to explore, experiment and play and therefore develop in a range of ways in which they can share and express their individual personalities.

We aim for our children to be fearless, authentic and present so they can communicate their feelings and ideas through self-expression and personal interpretation. We encourage our children to express themselves and we believe that art is an effective and holistic way of achieving this. We want our children to develop a natural sense of wonder and curiosity about the world around them and appreciate and draw inspiration from nature.

Our art curriculum supports our core values of personal development, perseverance and resilience. We want our children to work skillfully and to care about the details when producing their artwork, however we aspire to give them the freedom and confidence to feel they don't need to 'stay inside the lines'.

Art affects everyone's life and culture – it is a universal way to send messages between each other through time and we aspire for our children to have a deep understanding of how it can have such impact. We want our children to explore and celebrate a diverse range of artists from their locality and around the world, both current and historic.

We aspire for our children to have a real love and appreciation of art as they grow. Our intention is to nurture the next generation of artists.

We are proud to offer a curriculum informed by the latest research that undergoes constant reviews and updates to ensure its relevance and effectiveness. We are committed to offering our children an Art and Design curriculum that prepares them for their future.

Our curriculum characters are designed to represent the expected art curriculum end points in each key stage. These end points are written in a child-friendly way and they are shared regularly with the children to identify the core skills and knowledge needed to develop as an artist.



2. Roles and Responsibilities

The Art and Design leads are responsible for:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the Art and Design curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Art and Design and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their Art and Design teaching and give support where appropriate
- Ensure that Art and Design maintains a strong profile within the school, through displays etc
- Keep a portfolio for Art and Design that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work
- Liaising with additional staff who run an extra-curricular Art and Design club/enrichment activities.

Teachers are responsible for:

- Planning and delivering the Art and Design curriculum in line with the school long term and medium-term schemes of work.
- Delivering high quality and interactive teaching which facilitates progress in children's development of Artistic skills.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of Art and Design teaching and learning within the Interactive Floor Book for the year group

3. Teaching Pedagogy and Curriculum

Our children follow a unique and progressive art curriculum that supports children's creativity from Early Years to Year 6. It is practical in design to ensure children know more, remember more and can do more as they progress through school. All teaching and learning in art is designed to be practical and hands on and children have opportunities to use high quality resources and materials to support their learning.

Our curriculum is taught across four main mediums:

- **Painting**

- **Drawing**
- **3D Modelling and Sculpture**
- **Printing and Collage**

Through our four mediums, children will develop skills in the key elements and principles of Art and Design: texture, colour, space, form, shape, line and pattern.

The acquisition of skills and use of techniques in these areas is developed, embedded and applied through thematic topics and links to artists, architects and designers. This approach allows children to use their art skills to reflect on and explore art within a context. Our children have access to high quality art resources and the progressive use of sketch books underpins and evidences children's learning and development. The teaching of art is enhanced using carefully sourced tools and materials such as drawing pencils, canvas paper, paints, clay and equipment such as specialist brushes.

Art is taught in blocks of lessons to ensure children have opportunities for sustained periods of study and have time to embed and enhance their knowledge and skills. Our curriculum is designed to offer visual, tactile and sensory experiences through quality first teaching and our school-wide practice of adaptive teaching. Detailed medium-term planning supports appropriate teaching pedagogy in art, ensures continuity and carefully plans for progression and depth. We also regularly enrich the art curriculum with the support of an Artist in Residence who delivers sustained and specialist art teaching to classes during the academic year.

In planning, the delivery of the curriculum will be differentiated to allow for children of all abilities.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

4. Curriculum Progression

Early Years Foundation Stage

In the nursery and reception classes, Art and creative development is an integral part of the curriculum and is rooted across all areas of learning. Art teaching and provision allows children to experiment and explore a variety of techniques and work with a variety of media.

Key Stage 1

In Key Stage 1, children carefully explore a range of Art techniques and work in a variety of media. They have opportunities to explore the work of a variety of Artists and to create artwork linked to topics and themes. Children will begin to explore and develop an understanding colour and shape and begin use Art Sketch Books to develop their skills and ideas.

Key Stage 2

In Key Stage 2, children will continue to explore the work and styles of a range of Artists from different periods. This will scaffold the development of art skills and techniques. Opportunities to work with a range of media will be given and the use of Sketch Books to expand their ideas. Work with professional artists will enrich the art curriculum further.

5. Assessment

Assessment forms an integral part of teaching and learning in Art and Design. This is done formatively as part of the adaptive teaching model used in school; observing children working and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in art and design both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year

group and age-related expectations using the SONAR system. Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the Art and Design curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

At Barley Fields Primary children with a particular interest or aptitude in Art and Design can be given the opportunity to extend their education in a variety of ways such as joining Art Club. Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more artistically able child.

The art and design curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

7. Resourcing

We have an extensive range of Art and Design materials and resources that are located in Key Stages and matched to curriculum objectives. Please contact Art Leads if you require anything additional.

8. Monitoring and Evaluation

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of subject team. To monitor and evaluate the curriculum provision and outcomes the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in Art and Design, co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on Art and Design resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for Art and Design.

9. Health and Safety

At Barley Fields Primary children are taught how to use Art and Design equipment in accordance with the health and safety guidelines.

Policy Monitoring and review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the Art and Design team.