



# Anchorsholme Academy Art & Design Policy



Adopted by Governors/HT: HT  
Implementation date: March 2021  
Review period: 3 Years  
Last review date: March 2024  
Next review due by: 31<sup>st</sup> March 2027  
Person responsible for policy: Mrs C Robinson

## **Statement of Intent**

At Anchorsholme we provide our pupils with an Art and Design curriculum that consistently: inspires curiosity through the study of a range of Artists, techniques and resources; We empower children to feel confident when sketching, painting, sculpting, or using textiles; We provide an environment where children can collaboratively explore ideas and experiment with different media, and we allow opportunities for the development of communicative skills through discussion based on personal creative choices, artists and art movements.

It is important during Early Years that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils from years 2 to 6 benefit from 1 hour per week of art by our art specialist, which takes place in a designated art room.

## **Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge 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 should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Aims**

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

- 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.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **1. Subject content**

### **Key Stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern. Line, shape, form and space
- about the 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.

## **Key Stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artist, architects and designers in history.

DFE National Curriculum 2013

## **Implementation**

Pupils from years 2 to 6 benefit from 1 hour of art each week, by our art specialist, which takes place in our designated art room. Here children have access to a variety of resources where they can make informed choices about how they wish their work to progress, based on their prior knowledge and personal experiences. Our art and design curriculum begins with the National Curriculum guidance, which is then expanded to encompass the Trust wide subject milestones, supplemented by learning units from Access art and NSEAD. Children undertake regular assessments and evaluate theirs and others work. Children maintain a personal sketchbook in which they make notes and sketches to support their thinking and learning in art, this is a place where they are encouraged to develop their own individual artistic style and flare.

Sketchbooks should contain:

- Any key starting point of the Unit of work
- A record of work – initial sketches or ideas and any preparatory studies
- Sketches, drawings, paintings
- The development of ideas
- Notes of intentions where applicable
- Any reference material used e.g. photos, research etc.
- Children's evaluations of their final sketches
- A high standard of work

Elements of Art and Design:

- Drawing
- Painting
- Collage
- Printing
- Sculpture
- Textiles
- Understanding of artists, crafts people, designers, art history and traditions.

### **Assessment and Recording**

At the end of each unit of work children evaluate their learning, the outcome of their work and possible future improvements. Childrens work is assessed against the Trust wide milestones and recorded on Arbor.

Monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the Art Subject Lead. The work of the Art Subject Lead also involves supporting colleagues in the teaching of Art, keeping up to date with developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Cross curricular links**

Art and design is taught discretely with links to other curriculum area where appropriate, for example, Ancient Egypt, Anglo-Saxons and Aztec art.

### **Special Educational Needs**

It is important that all children access our art curriculum, either with the support of an adult, by differentiated tasks, resources, or teaching styles. Teaching assistants take part in lessons offering support where needed. Resources are freely available. We use a large touch screen computer to support learning. More able pupils are encouraged to develop their own ideas and lead the direction of their learning from a given starting point.