



BENGEWORTH CE ACADEMY

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# ART AND DESIGN POLICY 2022-2023



**Bengeworth**  
Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

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# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

## Subject Intent

At Bengeworth Academy we believe that everyone is an artist and it is our intention to offer opportunities for all children to access the Art Curriculum to enable them to become confident, competent, imaginative and creative artists within their own right. We strive to provide children with a diverse array of knowledge and skills that will enable them to be subjective, critical thinkers who know more and remember more and who are able to make links and connections within their learning. Following our knowledge-rich curriculum, our children will discover an array of developing and great artists who have inspired the movements of art. Artist studies and research will further support children's understanding of wider conceptualisation of art acceptance within society, that too will increase their confidence to create art expressively. Children will have opportunities to play and experiment with a range of different mediums and applications through our progressional skills, aspiring to be the growing artist of the future.

The five concepts (drawing, paint, print, sculpture and digital media) are explicit in planning and teaching and are important threads which help drive our curriculum throughout the school. We organise what we teach and when we teach it in a way so that our Art Curriculum is age and stage appropriate; for example, within our sculpture concept, EYFS have a natural focus, whereas Year 5's progressional skills will have matured to enable them to manipulate copper in line with their critical design progress.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'Art' and 'Design Technology' programmes of study: Key Stages 1 and 2' 2013

# IMPLEMENTATION

## **ELG Expressive Arts and Design**

Early Years' Foundation Stage pupils follow the Development Matters in the Early Years' Foundation Stage. They explore and use a variety of media and materials through a combination of child-initiated and adult-directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary.

*Key Stage 1* - In reference to the National Curriculum, Key Stage 1 pupils are 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, texture, line, shape, form and space

*Key Stage 2* - At Key Stage 2 pupils develop their creativity further by:

- Increasing their knowledge, skills and understanding of materials and processes.
- Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.
- Pupils learn to improve their use of tools and become confident in using a variety of techniques.
- Pupils increase their awareness of the purposes of art from historical periods
- Pupils begin to ask themselves about the purpose, creation, materials, and significance of a variety of art works.

# ROLES AND RESPONSIBILITIES

## **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of Art providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring common standards are met for recording and assessing pupil performance.
- To gain and retain the GOLD standard in the Artsmark award.
- To arrange a yearly art focus week to enable artwork from across all phases to be displayed at the yearly Voices and Visions exhibition.
- To organise artists in residence.

### **The classroom teacher(s) is/are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' artistic skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

## IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Bengeworth CE Academy reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classrooms and corridor displays, and by building in increasing connections with local galleries as well as working alongside artists in residence, we aim to develop our future artists and their appreciation of the art around them. A further impact of this is that the school will achieve the ArtsMark Gold Award (please see appendices) and artwork across all phases will be displayed at the Voices and Visions events.

### **Equal Opportunities**

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Art and Design curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of Art and Design as one of many resources to enable all pupils to achieve their full potential.

### **Teaching and Learning**

At Bengeworth Academy, it is our aim to teach children to learn through their experiences. Therefore we aim to give children a wide range of opportunities to learn about Art. These opportunities include;

- teacher prepared materials, practical and purposeful demonstrations,

- working with artists in residence and valuable and educational trips.

The teaching of Art should be used as a tool to raise children's confidence and self-esteem and to allow them to express themselves. Lessons will be planned and organised in such a way that through guidance and modelling, children can work independently or in small groups to create a piece of work which is individual to them and expresses their own thoughts and feelings towards the task. Through modelling again, children will learn to evaluate their own and others artwork using informed comments and respond to art using the correct vocabulary.

## Planning

- **Curriculum Overviews** are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.
- **Progression Documents and Medium-term overviews** give clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.
- **Short term weekly planning journals** are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.
- **Progression 'snakes' and B.A.D Grids** can be used to evaluate progression within year groups and also between year groups building on knowledge and skills year on year.

## Assessment and Reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- Assessments will be generally on an informal basis with teachers noting children's achievements and progression;
- A sketch book, kept by all children (Reception- Art Folders), will be used as formative and summative assessment
- Evidence will be collected by each year group and handed to the coordinator at the end of the year, this can be physically or digitally. This will be used to check that appropriate skills have been taught and that progression is evident across all years.
- Assessment will be reported to parents annually in July as part of the end of year report.

## Resources and Equipment

At Bengeworth we have a range of arts and craft resources which can be found in the resource cupboard located in the corridor outside the Year 4 classrooms. In addition, a range of paper and card can be found in the reprographics room. Further resources and supplies can be obtained by contact the Art and Design subject lead, or by completing a form.

## **Monitoring and review**

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of Art and Design are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

# Bengeworth

## Multi Academy Trust

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