



## **ART AND DESIGN CURRICULUM STATEMENT**

### **Philosophy**

The aim of Art and Design teaching here at the Frances Olive Anderson Church of England (Aided) Primary School is to 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.

We encourage the pupils to think critically and develop an understanding of Art and Design. We teach them how Art and Design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

### **Aims**

**The aims of teaching Art and Design in our school are (as per the National Curriculum):**

- 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.

### **Teaching and Learning Style**

We recognise the fact that in all classes there are children of widely-different abilities in Art and Design and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by employing the whole school Kagan learning approach and differentiated planning.

### **Art and Design Curriculum Planning**

We use a Cornerstones inspired whole-school topic theme. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use Cornerstones and other sources as the basis for our plans, depending on where the best and most creative approach can be sourced for the particular area being studied. Key drivers behind this approach are to ensure that children have complete coverage of the National Curriculum, do not repeat topics unnecessarily and have access to the programmes of study embedded into a creative curriculum.

### **Foundation Stage**

We teach Art and Design in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage we use the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

### **Teaching Art and Design to children with (SEND) Special Educational Needs and Disability**

At our school we aim to teach Art and Design to all children. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.



*'Being different, Belonging together'*

### **Assessment and Recording**

We assess children's work in Art and Design by making informal judgements as we observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives based on those stipulated in the curriculum. We use this as a basis for assessing the progress of the child at the end of the year.

### **Resources**

There are sufficient resources for all Art and Design teaching units in the school.

### **Monitoring**

Monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the Art and Design subject leader also involves learning walks, audit of display, supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art and Design subject leader gives the Head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Art and Design 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.

### **Review**

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.