

“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.” *National Curriculum 2014*

Intent

At Baguley Hall Primary School, we place a high value on Art as one of the highest forms of human creativity. We recognise that Art should engage, inspire and challenge pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own works of art. Through teaching and learning about great artists and designers, and the works they have created, our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the world in which they live. The art curriculum at Baguley Hall makes full use resources and opportunities within the immediate and wider local area enabling children to develop a deep understanding of the various skills and techniques within the art curriculum.

Topics are informed by the national curriculum, are sensitive to children’s interests and are linked with our country’s rich history of art/artists. The art curriculum at Baguley Hall is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Baguley Hall 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.

Implementation

Art is taught in blocks throughout the year on a two-year cycle, so that children achieve depth in their learning. There are 7 strands within the progression of art skills which are covered. Children are taught Art in key stages: KS1, LKS2 and UKS2. This ensures that all children receive a quality and focussed Art curriculum. Teachers identify the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. These topics are then linked to the UNCRC, as we are a Rights Respecting School (RRS), and to Peace Mala, both of which underpin the School’s ethos. By the end of year 6, children will have had the opportunity to take inspiration from various artists from around the world as well artist from Manchester and their own culture. They are able to use their skills to create their own art inspired by different styles and techniques. Children can evaluate their art and discuss their developing skills.

Skills and artists are chosen specifically to link with other areas of the curriculum (history, geography, science). This allows for children to be enthralled by a topic and creates links through history and art. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified skill.

The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to develop in ‘Expressive Arts and Design’ by exploring and using media and materials and being imaginative.

Impact

Outcomes in sketchbooks and on displays around the school, evidence a broad and balanced art curriculum and demonstrate the children's acquisition of identified key skills and knowledge. Children review learning objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of an artists' technique. Through links with History, children question why art was created in such a way. They develop an understanding of resources available throughout history and what the artists would have used. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Topic Cycles

Phase	Cycle 1	Aut	Spr	Sum	Cycle 2	Aut	Spr	Sum
KS1		<u>Where we live</u> Drawing, PAINTING AND COLLAGE	<u>Can a penguin live in the desert?</u> 3D	<u>People who help us</u> Collage and painting		<u>Eng, Ire, Scot and Wales/</u> Drawing and digital media	<u>Wonderful weather</u> Painting and collage	<u>Let's go to Africa</u> Printing and textiles
LKS2		<u>Manchester</u> Digital media	<u>What's all the commotion? Vikings/ Anglo Saxons</u> Painting	<u>The secrets of Ancient Egypt – Egyptians</u> Drawing		<u>Europe and Roman Britain</u> Textiles and printing	<u>Stone Age to Iron Age</u> 3D	<u>The Rainforest</u> Collage
UKS2		<u>The Greeks</u> 3D and drawing	<u>The Victorians</u> Printing, drawing and digital media	<u>Natural Disasters</u> DT		<u>Rivers</u> DT with textile links to art	<u>WW2</u> Painting	<u>The Americas</u> Collage and 3D

Teaching and Learning

Across the whole school, there are seven key skills-based strands within the progression of art that the children will explore over the course of their education at Baguley Hall:

- Drawing
- Digital media
- Printing
- 3D art
- Painting
- Textiles
- Collage

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key skills they have gained to analyse, question and compare artists past and present. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. Teaching and learning in art are supported by a wealth of resources within school.



Art Curriculum Policy

There is a mixture of practical work and theory within art:

- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are represented in that work.
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others.
- Children have the chance to work individually and collaboratively.
- Children are provided with a variety of materials, tools, and resources for practical work.
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern.
- Children are taught to use tools safely and to organise and care for materials and equipment.
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding of an artist's techniques.
- Providing effective feedback
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.

Monitoring

Teaching and Learning for Art and Design is monitored by the Art Co-ordinator through the:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Work
- Moderation of work
- Discussions with Children
- Staff Meetings and Staff Audits

Equal Opportunities and Inclusion

At Baguley Hall Primary school 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the art curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Updated: April 2020

Next Review: July 2021