



Exploring together  
Succeeding together

# Art and Design Policy

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## Intent

At Hill Avenue Academy our aim is to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society through our bespoke, high quality Art and Design curriculum which is built upon, Exploring together; Succeeding together, in conjunction with our school values: Happiness, Respect, Teamwork, Achieve.

The Art and Design curriculum is supported and underpinned by our Learning Behaviours: Resilience, Curiosity, Collaboration, Reflection and Metacognition. They are embedded within our Art and Design curriculum delivery to enable and empower the children to become independent learners who are self-motivated, imaginative and eager to explore the creative world around us. Through art and design, children will be given opportunities to develop ideas; master techniques; and take inspiration from the greats through painting, collaging, sculpture, drawing, printing, textiles, and digital media.

At Hill Avenue, our Art and Design curriculum aims to provide children with a progressive program of study for art, craft and design, in line with age related expectations outlined in the National Curriculum guidelines as a minimum requirement.

Through a cohesive, coherent and progressive curriculum, children will be able to use a variation of media and tools to build on their own individual experiences. Developing new skills, they will become proficient in all areas of art including drawing, painting, sculpting and other artistic techniques. Our enriched curriculum provides our children with plentiful opportunities for reflection, they acquire the ability to make informed, critical responses of their own work and that of others and are encouraged to develop both their ability to respond critically to works of art and develop their confidence in their own artistic ability. Children will be developing an understanding of colours, form, texture, pattern and have the opportunity to use a wide range of different materials and processes. Allowing them to communicate what they see, feel and think, allowing them that expression of their own individuality. Through the teaching of our challenging, innovative art curriculum, children learn about the diverse roles and purposes of art, craft and design in contemporary life, through the ages, cultures and the wider world. All whilst being exposed and exploring ideas and meanings in the work of a variety of artists, crafts people and designers. Our vision is a child who feels empowered to become a life long learner and lover of art.

## **Our curriculum design**

The Art and Design curriculum is designed to ensure that both the **disciplinary knowledge**, **substantive** and **procedural knowledge** is built upon year on year.

**Disciplinary knowledge** - represents the methods or conceptual frameworks used by artists. Disciplinary knowledge is represented by the following areas:

- Line: Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract
- Shape: Exploring the result of closed lines – shapes that are two dimensional, geometric or organic
- Colour: Exploring hue and intensity
- Value: Exploring the lightness and darkness of a colour
- Texture: Understanding the way something feels, or looks like it would feel
- Space: Understanding the way in which line, shape, form and colour can be altered to create space

- Form: When a shape acquires depth and becomes three dimensional it takes on form.

The explicit teaching of disciplinary knowledge means that we're able to show the children how artists use the different to focus on a specific aspect of their work.

**Substantive knowledge** - represents the art content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember.

**Procedural knowledge** - represents the skills of an artist. This knowledge is vertically integrated so that the children revisit and deepen their knowledge and understanding in each year group as they progress through school.

#### **Key Concepts:**

- Knowledge of artist, designers and movements (factual knowledge)
- Generating ideas (conceptual knowledge)
- Formal Elements and Making Skills (procedural knowledge)
- Evaluating: (metacognitive knowledge) Second Order Concepts:
- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

#### **In Art and Design at Hill Avenue, we want our children to be able to:**

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what art is and the importance and value of studying the subject
- Use a range of materials creatively to design and make products
- Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- Discuss and evaluate 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
- Self-assess their own work and the work of their peers

#### **Implementation**

Our Art and Design curriculum is consciously taught in half-termly blocks of two lessons per week. Art and Design is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge and skills.

We are truly dedicated to meeting, and where possible exceeding, the Art and Design requirements that are outlined in the National Curriculum 2014. Our enriched curriculum enables teachers to use a range of teaching methods and learning styles within lessons. It considers children's relevant starting points and the individual needs of all children. The planning of our curriculum reflects content and challenge whilst ensuring that it is broad, balanced, rich, innovative and vibrant, ensuring that it encompasses challenging pathways that are achievable for all children, which leads to outstanding curriculum provision. Hill Avenue ensures that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. Key concepts, knowledge and skills are explicit within each Medium-Term Plan or unit of work and have been carefully mapped out and planned to ensure progression across units of learning, across years and as children progress through key stages, from Nursery, all the way to Year 6. This is to ensure progression, a building upon on skills and techniques as well as deepening understanding. Through our teaching, the curriculum will be exciting and will inspire children to nurture a passion for learning and develop lifelong skills.

### **Organisation and Planning**

An overview for each term for each year group is produced, from nursery to year 6, which indicates the title of the unit. Medium term plans which provide exciting learning opportunities and show skills and progression. Short term plan where teachers plan those personalised learning opportunities, hooks for learning and show the skills and techniques that will be taught in a lesson. These plans will include specific learning objectives and differentiated success criteria, as well as resources needed. Progress in art is measured by 'exploring, creating, understanding and evaluating'.

### Early Years Foundation Stage

In early years, there are seven areas of development that shape our educational programs. Expressive art and design is one of these. In early years, our children have daily opportunities to engage with the arts. We provide a wide variety of learning opportunities, exploration and play, using a wide range of media and materials.

### Key Stage 1

Art and Design is about developing children's creativity and imagination through providing stimulating and enriching learning opportunities that relate to children's own identity and experiences, natural and man-made objects and materials with which they are familiar with and the locality in which they live. Children should be taught:

- To use a range of materials creatively to design and make a variety of products.
- To develop their ideas, experiences and imagination through the use of drawing, painting and sculpting.
- To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape and space.
- To investigate the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.

### Key Stage 2

During Key Stage 2, Art and Design is about developing children's techniques, including their control and their use of materials with creativity, experimentation and imagination through providing more

complex learning opportunities. Children should develop an increasing awareness of different kinds of art, craft and design. Children should be taught:

- To use their visual sketchbooks to record their observations and use them to review and revisit ideas.
- To further improve their mastery of Art and Design techniques including drawing, painting and sculpture using a variety of different materials (e.g. pencil, charcoal, paint and clay).
- To investigate and explore about great artists, architects and designers through history.
- To increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and questioning meanings behind works of art.

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both first hand creative experiences and exploring art and artists. We ensure all educational visits – including Art gallery visits - and creative experts are fully accessible to all children in our school.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study Art and Design and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied Art and Design curriculum along with their peers.

Our planning ensures there are opportunities for children of all abilities to celebrate individual expression, develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

### **Impact**

Our broad and rich Art and Design curriculum enables children to explore a wide range of opportunities that enable them to acquire the knowledge, skills and understanding they need for their future life. Our broad and balanced curriculum allows children to develop key artist skills, critical thinking abilities and the aptitude to make connections by applying their knowledge and understanding to all aspects of Art and Design.

The curriculum design and planning will lead to outstanding progress for all of our pupils, regardless of their starting points, over time. Planned learning is progressive, builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality as they move through our school.

### **Assessment**

Assessment steps are used by class teachers to determine children's understanding, subject knowledge and artistic skill set in relation to the National Curriculum Expectations.

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment marking and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Hill Avenue uses the system of Art and Design building blocks for assessment. They are used by the children and staff, to reflect on the progress that is being made over time. They are catered for each year group, from Early Years all the way to Year 6. By the end of each Key Stage, children are expected to know, apply and understand the matters, skills and processes specific for their age-related expectations. At the end of Key Stage 2 children should have achieved or be working at Greater depth for the building block A6 and developed a love and passion of Art and Design that has allowed them to express their own individuality and helped them, on their way, to become lifelong learners.

Where learning happens without a written outcome, ie art and design professionals visiting in school, Art gallery visits, evidence of this can be captured digitally and uploaded to a class file which is a personal secured online space. (In line with the school's policy).

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum Expectations.

#### **Role of the subject leader**

- Ensure that the statutory requirements of the national curriculum for art and design are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of art design takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

#### **Links to other policies**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

**Review**

This policy will be reviewed annually by staff and Trust Directors/CEO.