

Hillcrest Early Years Academy



Art policy

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1. Curriculum Statement

Intent

At Hillcrest Early Years Academy, we use the Kapow Art and Design Curriculum to facilitate the high-quality teaching of Art and Design. Kapow Primary's revised Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Kapow Primary is an Artsmark partner and is able to support the Academy on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Implementation

The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

National curriculum mapping shows which of the units cover each of the National curriculum attainment targets as well as each of the strands. The Progression of knowledge and skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. The units fully scaffold and support essential and age appropriate, sequenced learning. Creativity and independent outcomes are robustly embedded into each unit, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Our Art and DT Curriculum are taught on alternate terms which ensures that there is a greater opportunity for children to acquire a depth of learning.

Impact

Kapow Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Summative assessments are kept on our assessment tracker – Insight. After the implementation of Kapow Primary's Art and design scheme, pupils should leave our

Academy equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 2 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

2. Equal Opportunities / Inclusion

Whole school policy on equal opportunities will be adhered to in Art and Design activities. Teachers ensure that children have access to the range of Art and Design activities and use opportunities within Art and Design to challenge stereotypes and use Artists from a range of backgrounds, cultures etc. Children are encouraged and supported to develop their Art and Design capability using a range of materials. Children with special needs or disabilities will be differentiated or scaffolded for and supported appropriately, to ensure development of skills and equal access to the Art and Design curriculum.

3. Role of the Subject Leader / Monitoring

The subject leader will monitor the teaching and learning of Art and Design across the school; ensuring a high quality, broad and stimulating curriculum. They will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of Art and Design. A range of good-quality materials and tools, which enable teachers to resource and teach the subject effectively, will be maintained by the subject leader.

4. Artsmark

At Hillcrest, we are committed to our Artsmark journey. Over the past two years, our focus has been on cultural collaborations and ensuring high-quality enrichment experiences for our children which aligns with our Academy values of 'MAGIC'. This is something that will continue to be ongoing and complement the Art & Design Curriculum.

5. Parents

We encourage all parents and carers to support and assist with whole school events such as Art Galleries. Parents and carers from the field of Art and Design are warmly encouraged to approach the school to support opportunities for enrichment and the school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

This policy will be reviewed on an annual basis by the Middle Leader.