



Strategy Statement for Art and Design



Meet the Art and Design Lead



Miss Pearce



Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships





Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'

In Art and Design, we ensure that all children are able to access projects – especially more practical work.



Statement of Intent



- At Becontree Primary School, children are encouraged to develop their creativity by exploring their imaginations and making connections with the world around them through artistic expression. Our art curriculum provides children with opportunities to experiment, explore and create using a wide range of materials, techniques and media.
- Children are inspired by the work of a diverse range of artists and are encouraged to develop their own ideas, styles and creative voices. Through drawing, painting, sculpture, textiles, printing and other artistic experiences, children learn to take creative risks, express themselves and appreciate the beauty and meaning found in art.
- We aim to nurture a lifelong love of art by providing rich and diverse artistic experiences that inspire curiosity, confidence and a genuine passion for creativity.



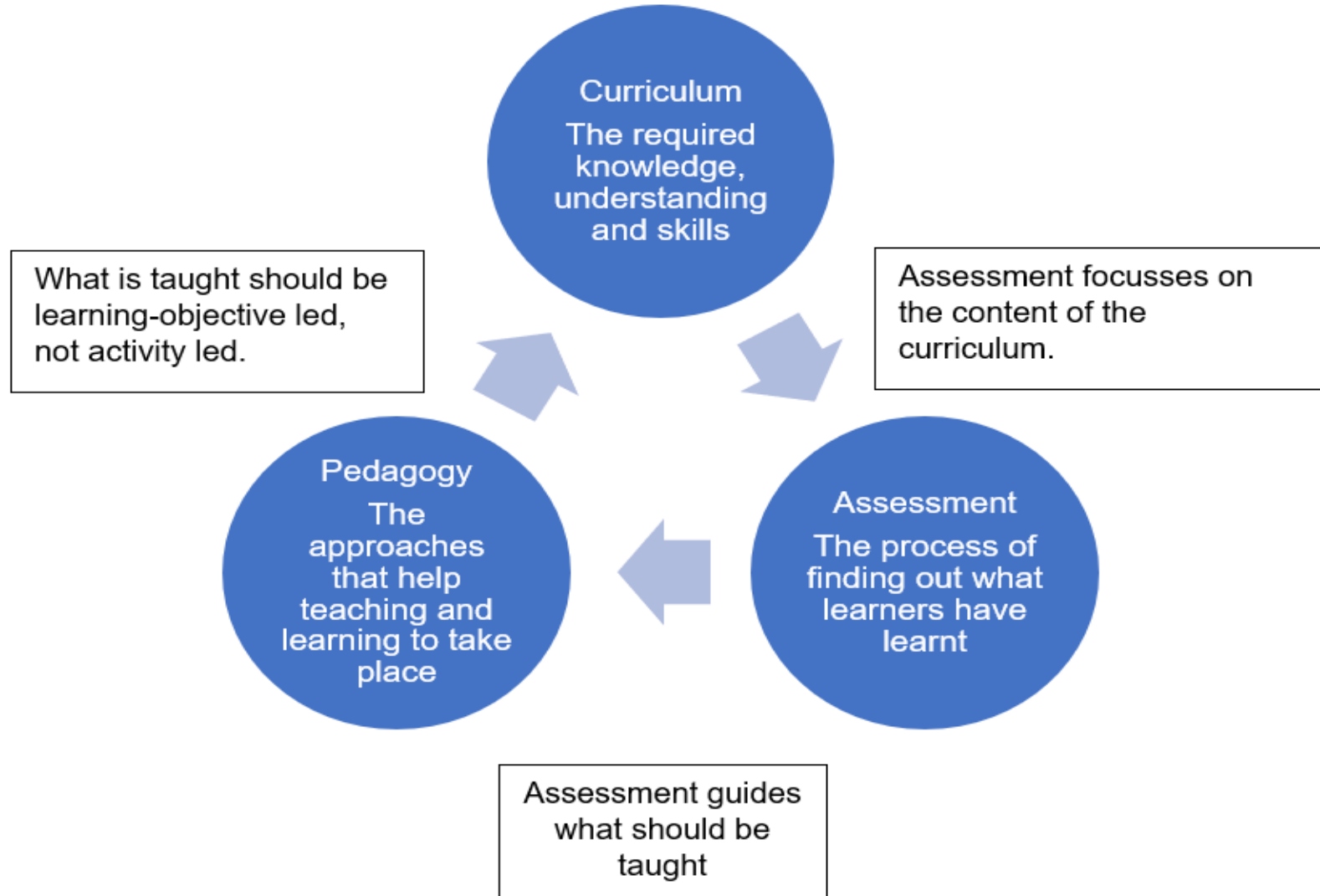
Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

- Art provides valuable opportunities for children to explore their own identities, cultures and experiences, while developing a deeper understanding and appreciation of the diverse cultural influences that have shaped modern Britain.
- Through our art curriculum, children develop their artistic skills and knowledge while learning about their own and others' cultural heritage. Studying a diverse range of artists and artworks from different eras, cultures and backgrounds helps children to broaden their perspectives, celebrate diversity and develop respect and appreciation for the experiences and traditions of others.
- Art also encourages children to express their thoughts and feelings, communicate ideas and reflect on the world around them. In this way, our art curriculum contributes to children's personal, spiritual, moral, social and cultural development and supports their understanding of **Fundamental British Values**.

As children at Becontree Primary School love learning in art and design, they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others and to critique art respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	teaching children to consider the environmental impact of using different materials and to be responsible consumers and artists understanding that there are a wide range of artists with diverse themes that reflects the world around them studying artists that reflects diversity within society 	working collaboratively on projects engaging in discussions during lessons answering and asking questions encouraging all children to help tidy away equipment Take part in lunchtime and after school art clubs as well as complete half-term home projects 	engaging in self-assessment and evaluation of their work encouraging children to problem solve, be creative and self-improve encouraging children to independently consider the best tools for the task encouraging children to experiment and problem solve 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions increasing confidence in their own artistic skills celebrating their own achievements through evaluations 

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Units of work in art are taught in blocks.
- Most year groups have 3 different units of 3 hours per week and most blocks last on average 2-3 weeks.
- Schemes of work are provided for teachers. It is an expectation that these are followed precisely and that any changes are discussed with the subject lead.
- Knowledge and skills are taught explicitly and units demonstrate progression from one year group to the next.
- A broad and balanced curriculum is delivered so that pupils experience different skills including drawing, painting, printing, craft making and sculpture as well as being introduced to a range of artists.
- All children can access the learning as some support is given. e.g vocabulary cards and some tasks may be differentiated if needed.
- Some links are made with other subject areas where appropriate. e.g. year 3 mosaics link with Roman history topic.
- A range of teaching approaches, resources and visual stimuli are used to support learning. This includes approaches that encourage boys to be more engaged e.g. practical activities and hands-on learning.
- Quality, engaging resources and worksheets are used in lessons.

Developing Long-term knowledge retention

- We teach in blocks to allow more time for children to immerse themselves in the unit.
- Focus on key vocabulary and knowledge as well as developing skills.
- Teachers have easy access to information about prior learning through the teacher voice document.
- Pupils can check their sketchbooks to help them to remember what they have learnt as these move up with them from one year to the next.
- Teachers have easy access to information about prior learning through the teacher voice document and are able to check and re-cap regularly.
- By teaching some units cross-curricular, children have more opportunities to embed key knowledge.

Our Pedagogical Principles



Curriculum

Developing Teacher Subject Knowledge	• In school, and external, training and development opportunities. • Shared practice. • The scheme is developed to support teachers with different levels of experience- Kapow has video demonstrations. • Teaching and Learning Reviews are used to identify areas for further development. • Teachers comment on strengths and areas of development for each unit in the teacher voice document so that adaptations can be made by the Art Lead.
Health and Safety	• General Health and Safety Guidelines updated regularly. • Some specific art related guidance for H and S built into planning. • Children are given proper instruction in the handling of all equipment and tools. • CLEAPSS health and safety guidance is made available with any art equipment that may pose a risk e.g. craft knives and lino cutters. • Plastic/foam chips (used in packaging) are not to be used for art or craft work, or for play. • Clay that has dried should be wiped with a wet cloth as it is an irritant if the dust is breathed in.
Resources	• All units are well resourced and anything running low is reported. • Teachers encouraged to use up resources like half empty bottles of paint. • Staff know how to access resources and order more when needed. • Art Lead checks art cupboard regularly. • All year groups have own supply of different sized paint brushes, glue spreaders and PVA glue.
Enrichment opportunities	• Children's achievements in art are promoted through display in the school's art gallery. • Art related trips/workshops where possible. • Competitions throughout the year. • Whole School Art projects linked to a theme e.g. Black History Month, Cultural days
Parent and Community Partnerships	• Family home projects are displayed around the school e.g. poppy making projects. • Children's art lessons are captured in photographs and displayed on the school website. • School reports to give information related to art. • Art award given at the annual awards ceremony.

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment.
- Checking Prior Learning.
- Exit tasks, evaluations or artwork produced to check end points.
- Sketch books are used to evidence learning in lessons.
- The art gallery shows a selection of topics from different year groups.

Curriculum Overview for Art and Design in EYFS

The most relevant statements for Art are taken from the following areas of learning:
Physical Development and Expressive Arts and Design



	Physical Development	Expressive Arts and Design
Birth to three years	Children will be learning to:	Children will be learning to:
	- Develop manipulation and control. - Explore different materials and tools.	- Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials.
Three and Four- Year-olds	- Paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils.	- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing.
Children in Reception	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills

Statements taken from Development Matters 2020 and are used to support planning for progression in Nursery and Reception.



Curriculum Overview for Art and Design in EYFS

ELGs	Physical Development <i>Fine Motor Skills</i>	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors and paintbrushes. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design <i>Creating with Materials</i>	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Early Learning Goals taken from Early Years Foundation Stage Statutory Framework

Curriculum Overview for Art and Design

For more detail please refer to the subject scheme of work



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1A	Sculpture: Land Art (3 lessons week 7)	Drawing: Understanding tone and texture through observational drawings (9 lessons week 5-7)	Drawing: Still life drawings of plants using shape, texture, colour and tone (6 lessons week 5 and 6)	3D Modelling and sculpting: creating masks using clay (4 lessons week 1)		Drawing and Printing: Depth, emotion and movement using line and block printing (3 lessons week 7)
Term 1B			Painting: Prehistoric painting (Stone Age) (6 lessons week 6+7)	Craft and design: Learning the technique of batik and how to create repeating patterns using collage (6 lessons wk 6&7)		Drawing and Printing: Depth, emotion and movement using line and block printing (3 lessons week 1)
Term 2A	Drawing: line and shape (portraits) (6 lessons week 5 and 6)	Mixed Media: Redesign St Pauls Cathedral using collage (6 lessons week 5+6)	Craft and design: Mosaics (Romans) (6 lessons week 5 and 6)	Drawing and painting: Using light and dark when creating observational drawings. (5 lessons wk 1+2)	Relief painting: Henri Rousseau (Science, Living Things and Habitats) (6 lessons week 3 and 4)	
Term 2B						
Term 3A		Craft and Design: Textile unit using weaving, knotting and plaiting (6 lessons week 2 and 3)			Painting, photography and mixed media: Creating portraits in different styles (6 lessons week 3 and 4)	Drawing and Painting: Architecture (perspective and vanishing points) (6 lessons week 5 and 6)
Term 3B	Drawing, painting and collage: Trees (Science, Plants) (6 lessons week 1 and 2)				3D sculpture: Paper mâché Greek pottery (6 lessons week 3 and 4)	3D sculpture: soap carving, wire models, shadow art, rock painting and installation art. (6 lessons week 5 and 6)
Key skills and techniques taught	- Painting - using tone - Drawing - Collage - Line - Shape - Texture - Pattern - Mixing paints	- Blending paint - architecture - collage - texture - tonal shading - weaving - mixing paints - African art	- texture - pattern - shading - blending - line - shape - digital art - positive and negative spaces - symmetry	- Clay modelling - Tone - Texture - Proportion - Layering colours - Tints and shades - Batik - Repeating patterns	- Collage - Painting - Paper mâché - Proportion of human figures - Mixed media - Line - Photography - Grid technique - layering	- block Printing - Wire construction - Perspective - Vanishing point - Carving using tools - Gestural mark making - Depth in pictures - Using different materials