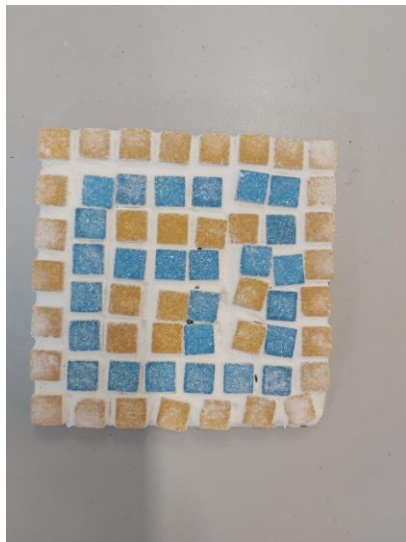




Strategy Statement for Art and Design



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





Statement of Intent

At Becontree Primary School children are encouraged to develop their creativity by exploring their imaginations and the reality of the world around them through artistic expression. Within our art curriculum we use a range of materials and media to create and explore with, and also use the artwork of different artists to inspire us. We hope to develop a life-long love of art by exposing them to diverse artistic experiences and inspiring a passion for art.

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

Children are provided with opportunities to explore their own culture and have a clear understanding and appreciation of a wide range of cultural influences that have shaped modern Britain. The art curriculum will develop children's art skills and understanding of their own and others' cultural heritages through studying a diverse range of artists and artwork from a range of cultures.

Equality Mission Statement (Equality Act 2010)



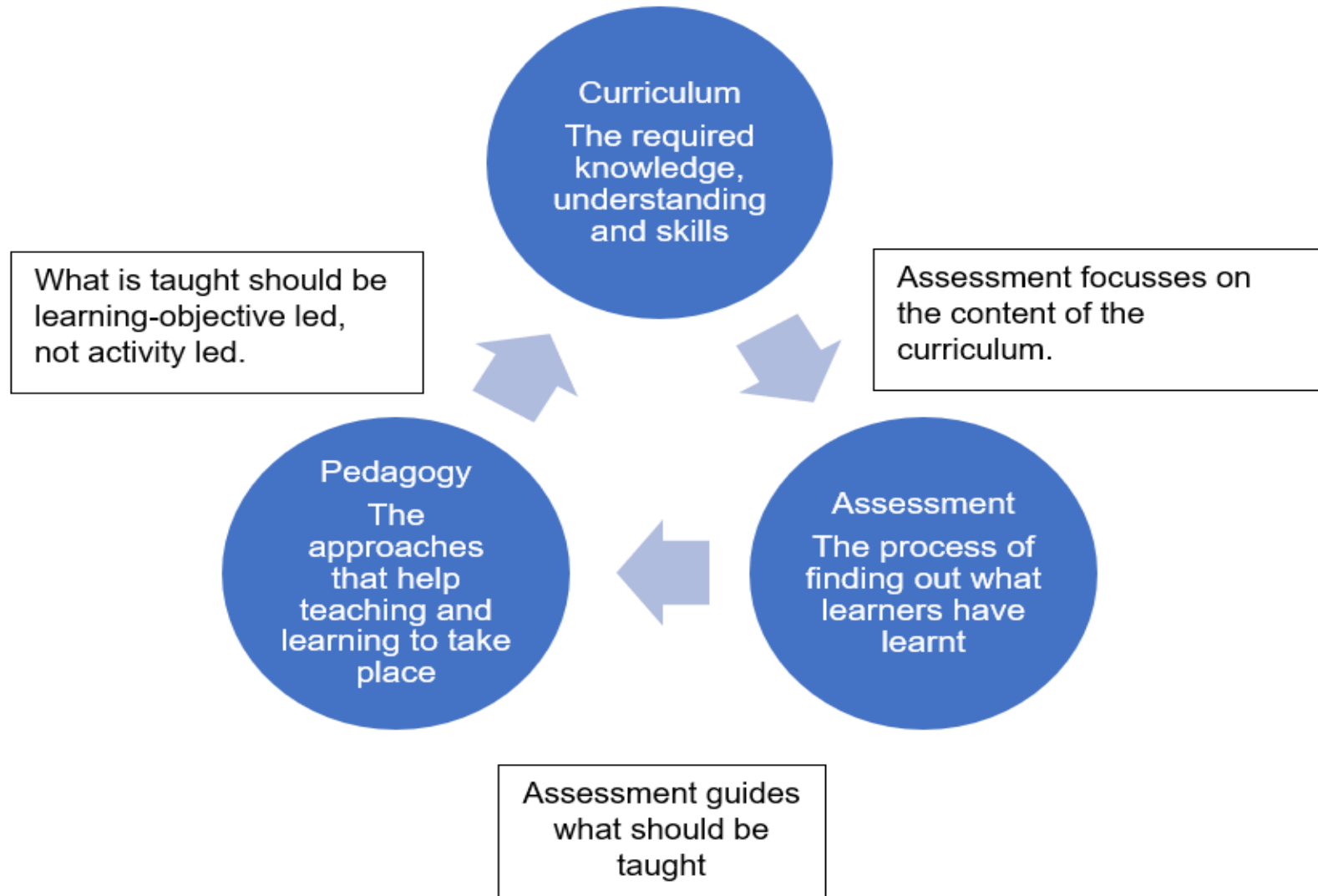
We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

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.'

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 	engaging in self-assessment and evaluation of their work encouraging children to problem solve and self-improve encouraging children to have opinions based on facts to make educated decisions encouraging children to independently consider the best tools for the task 	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 developing independence creating and designing celebrating their own achievements 

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. (approximately 20 – 30 hours over the year)
- Most year groups have 2 blocks of 3-4 hours per week and most blocks last on average 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.
- 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 knowledge as well as developing skills.
- Using a range of teaching approaches to engage children and help them to remember what they have learnt.
- Teachers have easy access to information about prior learning through the Curriculum Folders and are able to check and re-cap regularly.
- By teaching some units cross-curricular, children have more opportunities to embed key knowledge.

The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

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. • Teaching and Learning Reviews are used to identify areas for further development.
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. • Children may use lino cutters under the direct supervision of an adult, but under no circumstances are they allowed to use craft knives. • 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. E.g. using lino and lino cutters • Staff know how to access resources and order more when needed.
Enrichment opportunities	• We display work they can be proud of to encourage participation and a sense of achievement. • Art related trips 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 projects are displayed around the school e.g. poppy making projects. • Projects shared on the 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 or artwork produced to check end points.
- Sketch books are used to evidence learning in lessons.
- Display boards in classrooms and corridors reflect a selection of topics and offer further evidence of learning.

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
Three and Four-Year-olds	• Use large-muscle movements to wave flags and streamers, • 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.
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. • Develop overall body-strength, balance, coordination and agility.	• 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

Curriculum Overview for Art and Design in EYFS

The most relevant statements for Art are taken from the following areas of learning:



ELG			
	Physical Development	Fine Motor Skills	• 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	• 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.

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	Drawing, painting and collage of plants and trees (Science, Plants)					Printing: Create a repeat pattern
Term 1B		3D modelling: Huw Locke's Boats, printing and collage experimentation		3D Modelling and sculpting: creating masks using clay		
Term 2A		Painting: Using colour blending techniques to paint the Tower of London		Printing and Painting: Block print onto canvas and blend paint.	3D sculpture: Paper mâché Greek pottery	
Term 2B	3D modelling, drawing and painting: Create a 3D island (Geography, Islands)		Drawing and Painting: Still life, landscapes and perspective (Science, Plants)			
Term 3A			Mosaics		Drawing and Collage: Creating work in the style of a modern artist (Pop Art)	Drawing and Painting: Create images using the vanishing point
Term 3B	Sculpting: animals (Science, Living Things)	Drawing: portraits (History, Comparing significant individuals)	Drawing and Sketching: Proportions of the human body		Drawing, Painting and Mixed Media Art: Creating animals (Science, Living Things and Habitats)	3D Modelling: Wire figures
Key skills and techniques taught	3D modelling - Painting - Drawing - Sculpting with plasticine - collage	- Blending paint - Portraits - Drawing 3D modelling - proportion	- Proportion - Drawing - Sketching - perspective	- Clay modelling - Painting - Printing - blending	- Collage - Painting - Paper mâché - Mixed media	- Printing - Wire construction - Drawing - vanishing point