

Holbeach Bank Academy

Art and Design Policy

October 2024- review September 2025

HOLBEACH
BANK ACADEMY



UNIVERSITY OF
LINCOLN

Intent

At Holbeach Bank Academy we believe that through Art, we providing an inclusive environment for all pupils to have first-hand experiences, be inspired, share collaboratively and express themselves through their own means. By developing skills and knowledge the children also understand ways they can interact with artists of the past, with their peers, their own imagination and even their thoughts and feelings. The subject allows a different perspective to be taken from our own and to see things in a different light.

It is our aim to develop:

- Creativity, the ability to reflect and a deeper understanding of self-expression
- a positive attitude to art through quality first teaching
- a competence and confidence in using a range of mediums and applying learnt techniques with an increasing level of accuracy over time
- the ability to self-evaluate their skills and their designs along with those of others
- an appreciation of the work and techniques of others including famous artists and craftsmen from around the world and throughout history
- A proficiency in the use of a range of resources and mediums
- an understanding of the role and impact of art and design on local, regional and global scales.
- a clear coverage framework to inform areas to be addressed through bespoke planning and teaching.

Implementation

Teaching and Learning

Holbeach Bank Academy is teaching a broad and balanced curriculum and enough teaching time is provided for pupils to cover the requirements of the National Curriculum.

Linking to our cycle of themes, lessons are carefully planned, prepared and delivered to provide meaningful, first-hand experiences as well as the study of famous pieces, artists and movements across national and global history, spanning all eras and with a true eye on the protected characteristics. These lessons endeavour to show progression from one level to another within specific areas of Art and Design. They also allow the children to apply embedded skills that they have developed in a number of ways using a range of resources e.g. drawing with pen, chalk, sketching pencils on different types of papers, materials and using ICT.

Breadth of Study

- practical skill - development of techniques
- key focus on development and application of technical and subject-specific vocabulary
- adaptation of an observed style
- use of own imagination, secondary sources and first-hand experiences as stimulus
- individual activities
- paired, group and whole class discussions and collaborations
- purposeful tasks with an intended outcome
- tasks that promote self-expression as well as ability
- the use of ICT as an artistic tool, including photography
- understanding of the importance of particular pieces and people in global history

- introduction to local artists and craftspeople

Planning and Organisation

Art and Design is a foundation subject in the National Curriculum and class teachers will plan, deliver and assess lessons regularly both discretely and alongside/ within other subject areas.

Long Term Planning

These lessons will be informed by the National Curriculum for Key Stage 1 and 2. Links to Art and Design are found in the following areas of learning in the Early Years Foundation Stage framework:

- Physical Development - in the handling and use of equipment
- Communication and Language – discussing what they are doing, what they like etc.
- Expressive Art & Design
- Understanding the World

Ongoing observations are made in these areas to record and assess the development of particular skills. These are recorded using the 2Simple and Evidence Me observation tools.

Medium Term Planning

All year groups refer to the LTPs produced by the SLT and Curriculum Leaders. These schemes provide teachers with core knowledge to be covered, exemplification activities and assessment indicators. They correspond to the relevant National Curriculum objectives for those key stages and are often linked to further guidance, videos and resources within schemes of work created by Kapow. They support the planning of a more cross-curricular journey as teachers also bring in their own ideas and areas of expertise to each topic area. Vertical concepts support the planning of core strands that underpin each theme and run through a pupils' academic journey from Y1 to Y6.

Special Education Needs and Disabilities (SEND)

At Holbeach Bank Academy, Art and Design lessons are inclusive of all pupils with special educational needs and disabilities. They allow specific fine motor skills to be worked on among other specific physical skills but also help to develop social and emotional aspects such as sharing; self and peer critique, communication and confidence in risk-taking.

Inclusion and Equal Opportunities

All children are provided with equal access to the art curriculum, irrespective of any particular circumstances such as race, background, gender and capability, including those for whom English is a second language.

Within Art and Design lessons, teachers will not only provide activities to support children who find techniques and self-expression difficult, but also activities that provide appropriate challenges for children who show a higher level of creativity and competence.

Lessons

In all lessons, pupils are aware of learning objectives and what success looks like. Lessons involve elements of:

- instruction
- demonstrating- showing, describing and modelling using appropriate resources and visual stimulus
- effective and varied questioning
- introduction of key vocabulary and opportunity to use in discussion
- explaining and reasoning
- consolidating
- reflecting and evaluating own work and the work of others

Lessons are differentiated by the level of support provided (whether that be adult support, physical resources or stimulus), the complexity of the task given, the expected outcome or the thinking skills required to extend, reason, explain or problem solve.

Safety

A safe working environment and ways of working are encouraged from the earliest stage and safe practices are understood by voluntary helpers. All areas are consistently under the direct vision of the teacher and there enough space for each child to work comfortably is provided. Teachers are aware of any physical limitations which a pupil may suffer (e.g. height, eyesight or hearing) and make suitable arrangements.

Tools

Tools that present a safety hazard such as a knife or peeler are secured away from general tools by an adult. Children are trained to use tools safely from an early age. During times in which children will be using these tools they are under constant adult supervision.

Resources

The Academy staff are ensuring there is a wide base of secure skills and knowledge through training, practice and evaluation with a range of mediums. From Early Years Foundation Stage up to Year 6 understanding the limitations and the possibilities of these resources underpin the teaching of skills and knowledge, therefore ensuring children feel confident to use them at any stage of their learning.

Impact

Marking

Children are encouraged to self-assess their work against an agreed set of success criteria adjacent to their artwork. This appears in many forms including written comments, red/amber/green coloured circle system or verbal contributions. Teacher comments are then added to help the child to reflect or to validate their responses with reference to a particular aspect of their work. Again this can be in both verbal and written form depending on the purpose of the feedback and the nature of the response. Regular marking of both development tasks and final products allow teachers to track progress and inform planning for future activities.

Assessment and Reporting

Teachers will continuously assess children's performance in Art and Design. Informal assessments are made through questioning, observations and the children's self-assessment comments to inform responses, future tasks and next steps in learning. The progression in skills document informs next steps in learning.

These assessments inform pupil tracking on Integrus markbooks- the data system used by the academy.

Parents are given a written summary of their children's progress during the school year. This will include the level at which the child is currently working (relating to their age group- below the expected standard, at the expected standard or above the expected standard) and a judgement on the level of effort the pupil has been seen to show. Both teacher and parent may also meet to discuss any other concerns throughout the year.

Roles and Responsibilities

- to lead in the development of knowledge and skills throughout the academy
- to monitor planning, teaching and learning of art throughout the academy
- to track progress in attainment through data analysis, children's work and pupil interviews
- to help raise standards in Art and Design
- to monitor and maintain high quality resources
- to observe and support colleagues in the teaching, planning and assessment of different subject areas within Art and Design
- to take the lead in policy and curriculum development
- to inform colleagues of developments within the subject area such as training, competition opportunities, links to other schools and/ or organisations, etc.

Policy Agreed by staff.....

Policy Agreed by Governors.....

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