

Art and Design Framework



Intent

At Hemingbrough School we intend that all children should have the opportunity to master Art and Design to such an extent that they can go on to have careers within Art and Design and make use of Art effectively in their everyday lives.

At Hemingbrough School, our children will be taught Art and Design in a way that ensures progression skills, follows a sequence to build on previous learning whilst encouraging all children to express their ideas with both enthusiasm and confidence.

At Hemingbrough School our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problem, ensuring they make progress.

Implementation

At Hemingbrough School we follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenges for all learners. We follow an Art and Design scheme that ensures the progression of skills and covers all aspects of the Art and Design curriculum.

All classes will have a scheduled Art and Design lesson each week which will build on and extend prior knowledge to ensure progression of skills.

Children's work will either be displayed in Art books, tapestry or class subject Folders in the staff shared drive for reference and assessment.

Art will be taught clearly using the following process to enable children to express ideas, evaluate their own work and enable progression of skills.

- Topic
- Skill -what skill is being taught?
- Artist-choose the Artist that best displays this skill in their Art
- Research- Children become art detectives and create a fact file
- Teach the skill
- Practise the skill
- Apply the skill into their work
- Celebrate-create an Art Gallery in the classroom and encourage children to become positive art critiques
- Evaluate their own work-what went well? What was challenging? What would they change?

Whole school Art days will take place on a termly basis, where our Tree of Inspiration hall display is filled with work from the whole school. This enables pupils to celebrate

their work and shows the clear progression of skills being produced throughout the key stages.

Impact

At Hemingbrough School our children enjoy and value Art and Design and know why they are doing things not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and the cultural industries and their many career opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinizing children's work to ensure that progression of skills is taking place. Namely through

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know

The Art and Design curriculum will contribute to children's personal development in creativity, promote both resilience and independence, judgement and self-reflection. Enable them to talk confidently about their work, and sharing work with others.

Progress will be shown through outcomes and through the important record process leading to them.

Scheme:

From September 2021 Teachers will follow the Kapow Art and Designs Scheme of work and will adapt the scheme accordingly to the pupil's individual needs (if required) to ensure all children can access the lessons and will show progress.

Assessment:

The Kapow Art and Design scheme of work enables teachers to assess the pupils progress each lesson and will clarify whether a child has achieved the objective, needs more support or is working at greater depth. Work produced in pupils Art books will provide further evidence for assessment. At the end of each Key Stage, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. They record this on Otrack using entering, developing or secure. We use this as the basis for assessing the progress of the child and for completing reports to parents.

Equal Opportunities

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to a creative arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children's ability, age and stage of development. Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs.

Provision for Inclusion: SEND/additional needs/Pupil premium

Teachers will:

- set suitable learning challenges with scaffolds if needed.
- respond to individual pupil's learning needs in accordance with their education plans.
- overcome barriers to learning for individuals and groups by modelling, scaffolding and offering paired and group work in mixed ability.
- differentiate class work by supporting not constricting the curriculum.

Health and Safety/Safeguarding

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school. In line with Covid all pupils will have access to their own

equipment where possible which will be cleaned/sanitised after each use. Art materials will be stored safely.

The school may decide that it will make its own specific ruling on the use of certain tools or processes.

For example when working with clay:

Dust from dry clay can cause irritation if inhaled so every attempt should be made to keep dust to a minimum:

- Work surfaces should be wiped clean with a clean damp cloth.
- Tools, clay boards, rolling pins etc., should be washed at the end of a session (under supervision).
- Clay dropped on the floor should be removed at once. • Hands should be washed and nails scrubbed after using clay or glazes.
- Cuts or abrasions should be treated immediately

SMSC /British Values /Cultural Capital

Children will have opportunities to

SMSC Spiritual Education

Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities

Appreciate the achievements of other artists both contemporary and from the past

Develop fascination, awe and wonder in the work of others

Moral Education

Talk about how artists and designers represent moral issues through their work

Social Education

Collaborate to create pieces of work

Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class

Recognise the need to consider the views of others

Develop collaborative, cooperative and teamwork skills

Cultural Education

Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts

Explore a range of festivals and celebrations from our own and other culture

BRITISH VALUES

Democracy

Take into account the views of others in shared activities. Vote for outcomes

The Rule of Law

Undertake safe practices, following class rules during projects and activities for the benefit of all

Understand the consequences if rules are not followed

Individual Liberty

Work within boundaries to make safe choices in art and design

Make own choices within art and design projects

Tolerance of those with different faiths and beliefs Experience and talk about art and design work from different cultures and religious beliefs

Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect

To behave appropriately allowing all participants the opportunity to work effectively

Review each other's work respectfully

Work together on projects, help and advice others

Experience different festivals, traditions and celebrations through art and design

Subject Leader

Lisa Senior

April 2021

This policy will be reviewed in April 2022