Bonneygrove Primary School Curriculum Guidance



ART

INTENT

At Bonneygrove Primary School, we provide our children with a broad Art and Design curriculum, which fosters their imagination, creativity and curiosity. The subject areas covered Broaden the children's horizons by providing them with the opportunity to combine their understanding of the world around them, and the history/origin of Art. They will learn about Key Artists, Architects and Designers from around the world and how Art has been influenced by both History and Culture.

Children will develop key artistic skills such as: drawing, painting, sculpting, printing and crafting. Our Art and Design curriculum provides real, inspiring and creative opportunities for our children to develop as Artists and Designers. One of the ways we do this is by using our vast outdoor space to provide real and exciting opportunities for the childen to take their learning outside the classroom. Children are encouraged to develop an opinion of the various Artists included in our curriculum, by analysing the technique and effect of the art work they encounter.

Pupil Voice

'Art helps me to be calm and helps me to relax. It helps me keep my mind off things when I'm stressed. It helps me express my feelings into my art pieces.'

Lilly - Year Six

'I like making picture. We use paint and pencils. We made a sculpture out of bread dough.'

Freddie - Year 2

IMPLEMENTATION

All Art and Design lessons contain structured and systematic learning sequences to extend and enhance the children's artistic skills. We ensure that these key skills are revisited throughout our curriculum, to ensure the children's understanding is embedded and secure. This takes place through a range of learning experiences such as: outdoor learning, educational guest speakers and opportunities for experimenting with different materials and resources.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies

• Communication and interaction	Waiting + frustration • Fairness • Organisation of resources • Maintaining attention • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Interest in topics • Sensory issues	• Visual representation • Knowledge/graphic organisers • Focus on a particular interest if this motivates them • Headphones • Calming music • Own equipment • Own space • Rest breaks • Ear defenders if needed • Be aware of sensory issues – do not force to touch certain items • Step by step instructions • Visuals • Pre-teaching of skills
• Cognition and learning	• difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Knowledge/graphic organisers • Dual coding • Pre and reteaching • Visuals • Repetition
• Social, emotional, and health difficulties	• Motivation • Participation • Team/partner work • Sharing materials and "air-time" • Confidence and fear of failure	• Clear end points • Clear expectations • Modelling and explanations clarity • Celebrate successes • Display board
• Sensory and/or physical needs	• Difficulty in recording in writing and diagrams • Cutting out and sticking in • Difficulty in reading grid references • Reading compasses • Staff expertise • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Focus during noisy activities • Low self esteem	• Pictorial representations • Video • Vocab lists and explanations • Position within the class • Place near the teacher for support • Enlarged resources • Knowledge organisers • Technology if needed • Training for staff • Colour aids

	• Difficulty with vocabulary	• Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Practise skills • Step by step instructions or modelled with an adult • Supportive partner • Specialised equipment e.g., scissors

Enquiry Drivers

At Bonneygrove Primary School, we develop the children as individual thinkers and encourage them to ask questions to further their understanding and develop their curiosity as learners. At the beginning of each Art and Design topic, children record questions that they would like answered using our KWL grids. Children are encouraged to record what they have learnt about the topic, and this is used as an assessment tool by the Teachers. By giving the children ownership of their Art and Design curriculum they are able to recall key facts and techniques that they have learnt.

How do we plan for the knowledge engaged curriculum?

Our Art and Design curriculum ensures progression of key skills across the key stages by planning in topics, which enable the children to revisit these skills each year. Our enquiry drivers allow us to plan exciting learning opportunities, which incorporate their interests. These enquiry drivers also allow us to assess the children's progress and understand their gaps in their understanding, so that we can plan relevant and targeted lessons to ensure they all make progress.

How do we plan for cultural capital?

At Bonneygrove, cultural capital is planned into our Art and Design curriculum to ensure children experience a wide range of learning opportunities to broaden their horizons. We have planned a variety of subjects to encapsulate our vast outdoor area to give children the chance to take their art learning outside. By having a strong focus on Art and Design from different cultures, we are equipping the children with the knowledge that Art and Design can be created anywhere and can take on many different forms.

Embedding Curriculum

Our Broadening Horizons curriculum encompasses the National Curriculum and weaves our Golden Threads into the children's learning to create an enriching learning experience. We 'Broaden Horizons' by developing global learners through the topics that we have chosen for our Art and Design curriculum. We plan for cross-curricular links by revisiting varied Historical topics and analysing the Art and Design developed in that time. This provides the children with an opportunity to revisit learning from a previous year and apply their understanding to their Art and Design lessons.

IMPACT

By the time the children leave Bonneygrove Primary School, they will have developed as confident, articulate and passionate Artists and Designers. They will leave with the key skills: sculpting, drawing, painting, collaging, using textiles and printing. They will also be able to discuss various artists and designers and analyse the impact of their Artwork.

We aim for our children to leave Bonneygrove Primary School respectful, skilful and ambitious with a thirst for learning and all it has to offer, so that they strive for success throughout their lives.

Role of the subject Leader

Art will be led by the whole staff and will be an annual focus for a staff meeting. Standards of teaching and learning will be adjudged using work sampling and data review. The policy will be reviewed at this meeting.

Objectives

The following objectives derived from above aims will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- to develop pupils' enjoyment and interest in art and an appreciation of its contribution to all aspects of everyday life
- to develop a knowledge and appreciation of the contribution made by famous artists to our knowledge of the world, including artists from different cultures
- to encourage pupils to relate their art and design skills to art they are imitating.
- to develop a knowledge of the key artistic skills outlined in the national curriculum

To build on pupils' creativity and artistic techniques

- to develop in pupils a sense of creativity which inspires them to create their own pieces of art work
- to encourage pupils to apply their understanding of art and design to create their own art

To use a planned range of art and design activities to give pupils a greater understanding of the concepts and knowledge of art and design:

- to provide pupils with a range of specific activities which gives them the opportunity to apply and develop their skills as artists
- to develop progressively pupils' ability to evaluate their own and other art work explaining what they would do differently next time

To develop the ability to create artwork using a range of techniques and skills:

- to introduce pupils to the language and vocabulary of art and design
- to give pupils regular opportunities to use the vocabulary necessary to communicate ideas about art and design
- to develop pupils' basic art and design skills and apply this to a broad range of activities
- to develop in pupil's their understanding of Key artists and designers, their culture and how this has influenced art from around the world.

Principles of teaching and learning
Differentiation and Additional Educational Needs

The study of art and design will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted, or pupils may be given extra support.

Pupils will be involved in a variety of structured activities and open-ended activities

- activities to develop good control with equipment
- structured activities to support the oracy of discussing artists and designers
- creative and opened ended activities to build their artistic skills

Cultural Capital

Wherever possible artwork will relate to the real world and aspects the children are interested in.

Cross-curricular skills and links

Art can be taught across all areas of the curriculum. We will ensure the artists and designers that children learn about will come from a variety of different cultures and backgrounds and include both men and women. We will study the history of Art and how it has influenced what we experience today.

Continuity and Progression

As part of the Early Years Foundation Stage children experience art through Expressive Art and Design. They will begin to learn the foundations skills in art such as: drawing, using different materials and creating. This will continue developing throughout our curriculum until the end of Key Stage 2.

Pupils in Key Stage 1 will be introduced to art through studying various artists or designers and their work. Children will learn the technique of the artist or designer and in doing so will further develop their key art skills. These skills outlined in the National Curriculum will be introduced throughout both Key Stages in a progressive and coherent way.

Equality of Opportunity

All children have equal access to the art and design curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bonneygrove Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Art and Design Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Health and safety

Pupils will be taught to use art and design equipment safely when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head who will determine the appropriateness of said activity.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Much of the work done in art and design lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Resourcing

Specialist pieces of equipment and those posing a potential safety risk will be held centrally and staff access when required.