



# Blackpool Gateway Academy

## Art Guidance

**2024-2025**

Ali Smith



Blackpool Gateway Academy is part of Fylde Coast Academy Trust  
*"Learning today for a brighter tomorrow"*

The purpose of this policy is to describe the practice within Art and Design at BGA and the principles upon which this is based.

## **RATIONALE**

The National Curriculum (2014) states that “Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.” At Blackpool Gateway Academy **Art and Design** is very important as it is a subject that provides the possibilities for the children to express themselves and grow creatively, regardless of their competence in core subjects.

### **Securing Cultural Capital**

As part of giving children a broad and rich approach to Art and Design, we provide the children opportunities that will give them knowledge of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from other outside companies throughout the year.
- Various out of school visits where children focus on building and experiencing artistic knowledge.
- House competitions.
- Art and History links - Museums, galleries etc...
- Art and Maths links.
- Working with high school students to give children an insight into continued development of the Art and Design curriculum.

## **CURRICULUM INTENT**

At Blackpool Gateway Academy, we intend that children should master the knowledge and skills required for Art and Design to such an extent that they understand how they reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning. At Gateway, our expectations are high for all our children and they are challenged to complete tasks which enable them to apply their Art and Design knowledge and skills. At Gateway we believe all children should have the opportunities to develop creatively and have seen that children who are less able in core subjects have excelled in Art and Design. Due to the Coronavirus pandemic and the current gaps in the Art and Design curriculum the progression of knowledge and skills have been tailored to close any skills that have not been taught.

By the end of KS2, it is our intention that pupils are able to:

- To have a good understanding of colour and tone.
- To master artistic techniques including drawing, painting and sculpture.
- To generate and develop ideas to produce creative work.
- To have knowledge and appreciation of great artists; cultural and historic movements.
- To analyse critically using artistic vocabulary.

### **Inclusion**

(including SEND, EAL, Disadvantaged and Gifted)

We will provide opportunities for all pupils to reach their potential in Art and Design, no matter what their starting points are. All children are provided with equal access to our Art and Design curriculum.

We will provide suitable learning opportunities regardless of gender, ethnicity or home background. The Art and Design curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed. Where necessary, teachers will use interventions to help pupils improve their attainment. Interventions usually consist of:

- Support from staff within class.
- Differentiation - different levels of work provided to meet their individual needs.
- Group work with peers to build confidence and knowledge.
- Visual prompts

Gifted children will be identified and suitable learning challenges provided at the earliest opportunity. For example, we will be working closely with local high schools and will begin to introduce masterclasses from GCSE and A level students.

### **Nurture**

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our Art and Design policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn, how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in Art and Design.

## **CURRICULUM IMPLEMENTATION**

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. The curriculum ensures the progression of skills and covers all aspects of the National Curriculum for Art and Design. Classes will aim to have a scheduled Art lesson each week within alternate half-terms. We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using Art and Design are always taken.

Children at Blackpool Gateway Academy begin their learning journey in EYFS, where they start to explore Art through continuous provision. Art is also taught explicitly where they can solely focus on a skill or knowledge based objective that links to their early years learning goals.

As the children move into Year 1 & 2, Art is taught explicitly on a weekly basis for a minimum of 1 hour. Children in KS1 cover 6 topics within the 2 years. In KS2, Art is taught for a minimum of 1 hour and children cover 12 topics within the 4 years.

### **Planning for Art and Design**

## EYFS

Children begin their Art and Design journey in EYFS. In EYFS Art and Design comes under 'Expressive Arts and Design' in Development Matters. This area has two strands; 'creating with materials' and 'being imaginative and expressive'. Children have opportunities to develop their Art skills through Continuous Provision whereby each class has their own Creative area, where the children have the freedom to explore their own ideas. These explorations are recorded in the child's individual learning journey and through adult observations. Children also have specific planned lessons where skills are taught and Artists are explored.

## Assessment and feedback in EYFS

Ongoing assessment done by the teachers is done throughout the year where they observe and document the skills being learnt by the children. EYFS have learning journey books and a whole class 'floor book' where children's explanations and thoughts are displayed.

## Art and Design in the National Curriculum

The programmes of study are set out for Art and Design with expectations for pupils in each Key stage. [Progression documents for Art and Design](#) can also be found in the Art leader drive and medium term plan identifying which objectives are being taught for which Year group when and which part of the National curriculum is being covered. This drive also includes planning documents, curriculum overview, medium term plans, progression document and a key questions document. These allow for clear progression, teaching and learning throughout school.

## Cross-curricular

Art and Design is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified where appropriate. For example, children use their reading skills when researching different Artists and styles, reading feedback and reading each other's work to peer assess. On the Art and Design [2021/2022 Art Curriculum Overview](#), topics have been linked where possible to fit in with History and Geography so that there is a thematic approach.

## Oracy

Oracy refers to the skills involved in using spoken language to communicate effectively. At Gateway, I expect to see staff using talk effectively for teaching and learning and children developing their spoken language skills. Each Key Stage will be given a set of strategies to be used in their Art and Design. This should be progressive from EYFS to Year 6.

## Differentiation in Art and Design

At Gateway we expect that all children, regardless of special need or disadvantage, achieve well. As such teachers and adults have high expectations of all pupils. Learning objectives are made clear for each lesson and are differentiated into bronze, silver and gold according to school policy. This enables pupils to have an achievable goal for each lesson. The 'Bronze' are achieved by children through support of an adult, additional resources or simplified tasks. The 'Gold' offer children a way of applying their learning to other learning and explaining their learning further. All children are encouraged to challenge themselves and aim for higher level objectives during lessons. To be clear: by completing 'bronze' activities, the expectation is that pupils will meet the learning objective.

## Medium-Term

The medium-term plans that are provided by the subject leader identify a programme of study, learning objectives, and staff are provided with learning objectives. Staff then use this document and information for their weekly planning.

## Short-Term

Weekly planning will take into account definitive learning objectives for Art and Design, which will, in turn, provide assessment opportunities. This is the responsibility of the class teacher or PPA cover teacher who is teaching Art and Design.

## **Teaching Art and Design**

Art and Design is taught through a progressive curriculum which allows children the opportunities to build on their researching, planning, making and evaluating design skills through a range of different types of topics.

### **KS1 & KS2**

Children are taught a variety of creative and practical activities where they are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and creating. They work in a range of relevant contexts. The children's foundation skills are developed further using resources Working with a variety of materials aims to help children learn important life skills. The children learn independently and in groups, learning to cooperate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement. They produce a range of different products after researching products which have already been made.

### **Assessment and feedback across the whole school**

- Assessments done at the end of each unit whereby teachers will mark against the assessment sheet that is in each child's sketchbook.
- Marking done by teachers in books which includes further, meaningful questions about their learning. Children action any further learning in purple pen.
- Peer and self-assessment is evident in books.
- Retrieval practice is consistently completed from Year 1 - Year 6 which offers children the opportunity to reflect on their earlier work in Art and Design. This maximises their potential for learning more and remembering more over time.
- Floor books and displays show progress of topical understanding and skills based throughout the topic.

### **Health and Safety**

It is important that children and staff understand the various hazards involved with Art and Design equipment. Children may be using tools and materials that could possibly present a hazard if used incorrectly, children will be taught to use the correct methods and will be encouraged to recognise the risks involved. Teachers will promote these in order to ensure the health and safety of their pupils. Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy.

## **CURRICULUM IMPACT**

Our measures of success for Art & Design will be that:

- that the curriculum for Art & Design is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in Art & Design is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as artists children will develop skills and attributes they can use beyond school and into adulthood.

In order to assess that the implementation of the Art and Design curriculum is having a positive impact on learning, a range of assessment tools are to be used. In Year 1- 6 teachers complete the individual assessment sheets in sketchbooks by highlighting the achieved objectives met. Observations of children are also completed supporting teacher judgement within assessment of Art and Design this allows teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those that are not can be identified

(through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made. In addition to first hand evidence, children will know more, remember more and understand more about Art and Design. The large majority of children will achieve age related expectations in Art and Design. As artists children will develop skills and attributes they can use beyond school and into adulthood. To ensure Art is having an impact the following monitoring will be carried out frequently:

- lesson observations (carried out by SLT and subject lead)
- book and floor book scrutiny
- pupil and teacher voice
- classroom environment monitoring and learning walks, with an emphasis on high expectations.