



Subject Leader Position Statement

Subject Art

Date September 2022

Intent

At Bradley Primary School, we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had in different times and cultures. The appreciation and enjoyment of the visual arts can enrich all our lives. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.

Creativity can also help with wellbeing and improving health and happiness acting as an outlet for releasing the pressures of everyday life. Studying art subjects also helps to develop critical thinking and the ability to interpret the world around us.

Our spaced learning curriculum ensures that children make progress by building on their prior learning. Cultural Capital is developed by providing the children with enrichment opportunities where possible.

Aims (taken from the National Curriculum 2014)

The National Curriculum for Art aims to ensure that:

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Rationale

At Bradley Primary School

- We use the Lancashire art progression document to plan for progression.
- We use Access Art Split Plans.

Implementation

At Bradley Primary School, we will achieve this by:

- Teaching art regularly.
- Teaching a predominantly skills-based curriculum, which covers drawing, painting, 3-D and printing. Full details of our art curriculum can be found in our Art Overview document.
- Re-teaching skills throughout the children's time in school. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge, to build on the children's previous learning.
- Ensuring that each child develops their skills and techniques in a way appropriate to them, through clear differentiation and support, active and purposeful experiences, and using a variety of art materials and teaching strategies.
- Encouraging children and teachers to explore and talk about different aspects of the visual arts. Planning 'Talking Points' sessions into every lesson helps to promote an oracy-driven curriculum.



- Using the Split Access Art Primary Curriculum. This has been devised for schools who currently teach Art half the time - usually splitting half the timetable with DT.
- Fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- Utilising a sketchbook approach, so that children feel safe to experiment and take risks, without the fear of doing something "wrong".
- Encouraging each child to evaluate their art and design work and that of others, both with peers and adults.
- Celebrating effort, progress and achievement in art through displays, parent visits, exhibitions and enrichment activities, such as MADD week, artist workshops and trips.

Support Available

CPD will be offered to staff where needed, this may be a course to attend, an online CPD programme or the subject leader delivering training to the rest of the staff.

Assessment

Art assessment is based on teacher's assessment of children. This is then reported on the school's assessment document and the percentage of children working at, above and below the expected standard are identified. At the end of Key Stage 1 and Key Stage 2, the results are submitted. At the end of a unit, teachers will identify if a child is working at the expected standard for the objectives covered. This is then passed on to the subject leader.