



## GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area    **ART & Design**

Date                                  April 2020

### **INTENT (Aims, Aspirations, linked to school values, Linked to our 'Federation Curriculum Statement')**

We aim for all children in the Gateway Federation to develop a life-long love of art and design. We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. **Art has the opportunity to really support developing healthy minds and building Growth Mindset and resilience.**

With our Federation aim of being **passionate in our desire to help our children to become real learners**, our Art curriculum provides each child opportunities to develop their skills using a range of media and materials. Children **are taught** and learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought. Also, art allows children to enhance their **Spiritual, Moral, Social and Cultural development and at times to also link in with our British Values thread** through all that we do.

It is important that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

### **IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)**

The teaching and implementation of the Art and Design Curriculum in the Gateway Federation is based on the National Curriculum 2014 and the needs of the EYFS curriculum. We use our Skills Progression document to ensure we know where children are, inform our medium-term planning and helping to identify what their next steps are.

On the whole, art will be taught as a **coherent and progressive** series of lessons, developing ideas and skills, working towards a finished piece, rather than one off lessons. As children progress through our schools, specific art vocabulary will be used, taught, built on and revisited, to support the children's understanding. Where possible we teach Art as part of our termly / ½ termly topic work, ensuring variety and a balance of media is used across the phases. The work of famous local, national and international artists are explored to enhance the children's learning. More detail can be found in our Long-Term plan.

The children's learning is further enhanced with a whole school arts project in either the summer or autumn term where the children have the opportunity for theme based and collaborative working. The resulting artwork is exhibited alongside the local Art Group work at their annual exhibition in Lea Village Hall. Where possible we will provide exciting inspiration for our art work, providing a real audience, for example producing art work for the Archbishops' visit to Hereford Cathedral.

We ensure all children are supported with their learning. Children who require further extension with their artistic skills and knowledge are identified and challenged to build upon their skills and likewise, those that



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do not achieve these expectations are supported to achieve through carefully breaking down and scaffolding and supporting their practical work and learning, helping to provide a real sense of achievement. Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles and using directed adult support.

### **IMPACT (Measure of Success)**

In Art and Design, pupils should be clear what the intended outcomes are and have a means to measure their own work against these. Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and occasional written reflection. The Art and Design coordinator will monitor and evaluate the effectiveness of lessons through learning walks, book scrutinies and discussions with staff and pupils.

Creativity and uniqueness will be celebrated. Teachers use ongoing assessments to inform future lessons; ensuring children are supported and challenged appropriately.

Our Art and Design Curriculum is high quality, well thought-out and carefully planned to demonstrate progress. We measure the impact of our curriculum through:

- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work
- Displays across the school
- Work in sketchbooks
- Assessments against learning outcomes

### **Positive areas for the subject. (What is working well in our schools?)**

- Expertise from many staff, including teaching assistants, that can be drawn on to support less confident staff.
- Links with local communities to inspire our art work.
- Commitment to art and design experiences for children from SMT.
- Well-resourced schools where resources can be shared as necessary.