

Art Policy September 2024

Curriculum intent

At The Welbeck Federation of Schools, we are proud to have a knowledge-based curriculum which equips our children with the tools they need to go on to be well rounded individuals who can make the most of all opportunities and challenges that come their way. Our curriculum is engaging, exciting and innovative, encompassing and celebrating all curriculum areas and is designed to build resilience, independence, and perseverance.

Our curriculum has been designed to provide learners with the knowledge, skills, and the eloquence to become responsible and effective members of the community locally and internationally and in doing so, transform life chances in a way which supports positive outcomes for our pupils.

The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Our community is at the heart of our teaching, learning and topics have been selected to embrace the wider community in which we live, celebrating our history and heritage well as expanding children's cultural knowledge of people, places, and events that they wouldn't ordinarily visit or know about.

At The Welbeck Federation of Schools, we are clear that our curriculum is underpinned by secure self-evaluation and inspires and motivates our children.

Our three key drivers are:

- To promote independence and resilience in learning
- To broaden and extend our children's understanding of the wider world.
- To develop the communication skills of our children

These three aspects are at the heart of our curriculum and as the long-term plans show, they help us to focus on key skills in all subjects, as well as covering the full content as outlined in the National Curriculum.

The Why ...

1. Knowledge frees up your brain's capacity for thinking

Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your number bonds by heart is useful. Completing more complex calculations is made simpler if knowledge of number bonds is already 'locked in'.

2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.

Policy content and rationale.

This policy covers our school's approach to the teaching and learning of art. It was produced by the subject leader in conjunction with the staff and has been ratified by the Governing body.

Policy availability

Parents and carers are able to view the policy on the school website. If a copy is required in any other format, it can be accessed by contacting the school office.

Intent

The staff at The Welbeck Federation of Schools recognise that children need to develop knowledge and certain skills, understanding and appreciation of the visual world. We aim to develop knowledge and skills in the following areas: -

- Develop and stimulate children's imagination and creativity by providing a range of visual, tactile, and sensory experiences.
- Develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- Develop children's understanding of colour, form, texture, and pattern. Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and printing.
- To know about great artists, craft makers, architects and designers and understand the historical and cultural development of their artwork.
- Develop skills in observation and analysis and critical responses to their own work and those of others.

Implementation

In line with National Curriculum programmes of study, children will develop knowledge, skills and understanding through a range of practical tasks which will include: -

- Drawing
- Painting
- Print making
- Sculpture

Through these, children will develop a wide range of art techniques in using colour, pattern, line, shape, form, texture, and space. These can be taught as discrete knowledge but are sometimes implemented in a cross-curricular way. Children are taught to use sketch books as a working record of their ideas and knowledge.

Ensuring continuity and progression in learning

To ensure continuity and progression for all children, the curriculum is carefully organised from Nursery to Year 6 to ensure that our children's knowledge, understanding and skills of Art develops. The knowledge organisers produced for each Key Stage 1 and 2 Art unit make explicit the sticky knowledge and vocabulary expected for each unit. A knowledge progression grid determines progression through the year groups. Where appropriate learning is supported through scaffolds and extended through challenge questions.

Impact

Much of the monitoring is done through observation of children using different techniques, discussion and finished work. Digital images are taken by staff to provide evidence of children working and to record 3D objects that have been produced. Teachers use formative assessments, simmering skills, big questions and low stake quizzes when assessing.