

Queens Church of England Academy

*Learning and Growing
in the Love of God*

Art and Design Policy

Adopted by the Leadership team
Approved by full Governing Body

January 2024
April 2024

Signed by Chair of Governors

Paul Allred

To be reviewed

January 2026



ASPIRATIONS

Opportunities

Respect

Introduction:

At Queens C of E Academy, we have created an art and design curriculum which we believe will inspire our children to learn more about the world around them, building on what they already know, preparing them for the next steps in their learning, and giving them opportunities to develop the essential skills for life in modern Britain. Based on Chris Quigley's "Curriculum Companions", each unit of work studied focuses on the 3 threshold concepts which are: developing ideas, mastering techniques and taking inspiration from the greats. Our art curriculum has been designed and adapted to address the range of skills and media and is linked to our inspirations of Aspirations, Opportunities and Respect.

****This policy should be read in conjunction with the Curriculum policy and with our Teaching and Learning policy.***

Intent:

We are strong believers in the impact of Art and Design at Queens as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

Implementation:

Art is taught by a specialist to all classes for the most part. The subject overview shows all of the units covered across the year and also includes discrete art days taught by the class teachers, where longer periods are needed to teach certain skills and content (e.g. use of clay for model making). Half termly overviews map out the sequence of learning in the subject across a given 6/7/8 week period (dependent on the half term's length), enabling the subject leader and senior leaders to see how any given lesson sits within that sequence of learning.

Planning of the use of the immersive classroom is considered carefully, so as to allow the children a hands-on, kinaesthetic learning experience in as much of the curriculum content as is possible throughout the school. This might be, for example, a virtual tour of an art gallery or museum.

Aims

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- To encourage pupils to appreciate the beauty, order and precision that is found both naturally and man-made in the world around us.

Key stage 2 (taken from the National Curriculum)

Pupils are 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 are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

Impact:

All children's work is recorded in art journals (sketch books) – all subject areas have their own discrete book and the subject leader completes an assessment grid online using our "Insight" tool, at the end of each unit, listing children as "emerging", "expected" or "exceeding" for the skills covered in that unit. The subject leader can then look at these documents as part of their monitoring cycle, so that areas which may need further teaching or developing can also be easily identified and subsequent planning adjusted accordingly. They can easily assess standards in their subject using this assessment tool.

Roles and Responsibilities

The subject leader reviews the long term planning for their subject annually, ensures that there is full coverage of the National Curriculum, and regularly monitors the subject through book trawls, pupil voice and lesson observations. Findings are recorded on a "Subject Snapshot" and fed back to teachers and SLT. Key areas for development as well as strengths of the subject are detailed in the termly updated "Subject Status Form". This information is collated by the Head of Curriculum and headlines fed into the Curriculum Status Form each term, which in itself feeds into the whole school SIDP.

