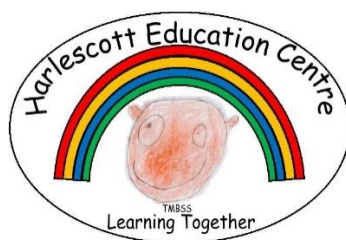




# Tuition, Medical and Behaviour Support Service

## Curriculum Policy - Primary Art and Design



<b>Reviewed:</b>	October 2020
<b>Next Review:</b>	October 2021
<b>Responsibility:</b>	Andrea Snow

## **AIMS AND PRINCIPLES**

Through the teaching of art we aim to ensure that all of the pupils receive their entitlement to a high quality, inclusive and broad and balanced curriculum that reflects their individual academic needs. Considered, purposeful and enjoyable mixed ability and mixed age group planning will cater for the students' diverse SEND and will respond to the varied learning styles of our pupils. We will promote the value of learning through high standards in teaching. This will support the pupils own personal, social, emotional and behavioural needs to encourage and facilitate independent and reflective learners.

Our Art and Design Policy follows The National Curriculum 2014 Guidelines and aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **PURPOSE OF STUDY**

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **PLANNING**

Pupils at the Harlescott Education Centre are there for varying lengths of time, depending on their individual needs. Their prior knowledge and experience of art will also differ, depending on their involvement in mainstream school. Pupils are taught in their classes, which include a range of age and ability. The Harlescott Education Centre runs a morning and afternoon session of two different groups of children.

Taking the above into consideration at Harlescott we strive to embed art across the curriculum and teach it alongside subjects such as geography, history and literacy.

Half-termly schemes of work are developed ensuring progression and built-in differentiation designed to meet the needs of mixed ability and mixed year group classes. The plans are then used for cross curricular links to art.

It is on this basis which we have planned our 'Long Term Plan' over a 'Two Year Cycle'.

Cycle A	Talking Textiles	People in Action	Journeys - Mixed media
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Cycle B	Still Life William Morris	Landscapes Turner, Monet	Investigating Pattern
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## Subject content

### 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 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.

## ASSESSMENT and RECORDING

This is achieved through:

- discussion with pupils;
- observation of pupils;
- marking work.

## MONITORING AND EVALUATION

This is achieved by the Art and Design coordinator through;

- monitoring and evaluation of pupils' work;
- planning for embedding art across the curriculum.

## **MARKING WORK**

The purpose of marking is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.

2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.

Written or verbal comments made by the teacher could give advice/suggestions/clues on how to 'close the gap'.

Written or verbal comments made by the teacher could set out the 'next steps' for learning.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.