

Sandy Hill Academy

Teaching and Learning Principles

Subject: Art

Mission Statement:

*'Aspiring to achieve, determined to succeed'*

*Art has the power to transform, to illuminate, to educate, to inspire and motivate.*

Harvey Fierstein

In Art we aim to:

- Develop a love of Art and its ability to express creativity.
- Engage, inspire and challenge children.
- Develop hands-on practical opportunities for pupils to explore working with a range of materials and tools.
- Equip them with the knowledge and skills to experiment.
- Further enhance social and emotional wellbeing in all children.
- Deliver high quality Art across the school.
- Provide progress to be able to think critically and develop a more rigorous understanding of art and design.
- Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Achieve and exceed the expectations within the National Curriculum.
- Provide opportunities to develop children's leadership skills.



Our Sandy Hill Expectations apply to the teaching and learning of Art; embedding opportunities to promote healthy, social and thinking skills.

Ofsted

As part of the new Ofsted Framework a key element is the **deep dive**. It is vital that subject leads are aware of this new part of the framework as the impact of the core subjects, as well as the foundation subjects, will be scrutinised deeply to discover the impact on pupils and their quality of education.

'The intent of the **deep dive** is to seek to interrogate and establish a coherent evidence base on quality of education. Bringing it together: inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the **deep dives** are systemic.' (Ofsted 2019).

These following questions are taken from a document published by the Third Learning Space (Ofsted Deep Dive questions April 2020)

- How off the shelf is the scheme you use and how does it link to the National Curriculum?
- How do class teachers know what went before in previous years?
- What is your pedagogy in foundation subjects?
- What schemes, if any, do you follow?
- How is curriculum coverage progressive throughout the school?
- What are the strengths/areas of development in your subject?

Below is a response to these questions with regards to Art at Sandy Hill Academy:

With regards to the subject Art at Sandy Hill Academy, this is currently no specific scheme used to enable class teachers to access Art at a level and suitability for their pupils. However, if teachers feel a scheme would be a more effective way of teaching high quality Art then this can be looked into further. Transition meetings take place at the end of each academic year to enable class teachers to discuss individual children's needs and learning preferences. Regular CPD and staff meetings are arranged throughout each year to ensure that teachers share their subject knowledge with each other and make decisions about how to implement subjects across the Key stages. Pedagogy in Art regularly follows the structure provided within the National Curriculum; it is then altered to meet the needs of all pupils to ensure high quality teaching and learning experiences in Art are provided. Art lessons are taught in practical ways with many links to other subjects within the curriculum, this particularly occurs within effective EYFS practice. Curriculum coverage in Art at Sandy Hill Academy shows effective progression throughout the school as teachers have an understanding of the skills needed to be taught in Art lessons and how these skills progress through the Key Stages by the continuous development of the pupils' knowledge and understanding. The current strengths of Art at Sandy Hill Academy are; the variety of resources made available to the pupils to enhance practical learning experiences, the passion and enthusiasm shown towards teaching the subject across the school and the effective cross-curricular links made during Art learning opportunities. An area for development would be for myself (as Art subject lead) to develop the confidence to share subject knowledge and quality research with colleagues to ensure that a deep dive into Art is accomplished effectively throughout the whole school. I am currently working on some Art online courses to do with the open university and will keep a look out for CPD courses to build on my learning of the subject.

## **Art (National Curriculum 2014):**

The National Curriculum for art and design 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.

## **KS1**

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.

## **KS2**

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.

## **EYFS**

In the EYFS Art is taught through many aspects of the EYFS Curriculum as the importance of interlinking Prime and Specific areas is essential to providing effective Early Years practice. However, specific curriculum links to Art in the EYFS are as follows:

Expressive Arts and Design Exploring and Using Media and Materials

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## Being Imaginative

- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

With regards to the Characteristics of Effective Learning, Art opportunities in the Early Years will encourage children to explore, observe, solve problems, think critically, make decisions and to talk about why they have made their decisions. Children will also contribute to taking risks and engaging in new experiences; enabling them to develop resilience and the ability to bounce back after difficulties or challenges they may face.

In our Nursery and Reception class' aspects of Art are taught on a daily basis through continuous provision areas, outdoor activities, Understanding of the World, Mathematics, Physical Development and especially through Expressive Arts and Design. In Reception, this is further developed with specifically taught activities through a model teaching approach. A variety of resources are selected and used to supplement our planning, but the focus of learning will always be based upon the curriculum and children's next steps.

At Sandy Hill Academy we use Tapestry, our online learning journal, to record and track children's progress and achievements in Art against the age-related development areas and the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate.

Children's progress within Art is reported to parents through: settling in meetings, sharing learning journals and regular communication. In line with statutory requirements children are assessed against the Early Learning Goals for Art within the area of Expressive Arts and Design at the end of the Reception year and this is reported to the LA and parents.

Below is the EYFS progression for Art:

This document demonstrates which early years outcomes are prerequisite skills for art within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for art. (Twinkl)

Art			
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To explore colour and how colours can be changed.</li> <li>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>To begin to be interested in and describe the texture of things.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To explore what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To select the appropriate resources and adapt work where necessary.</li> <li>To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To create simple representations of events, people and objects.</li> <li>To choose particular colours to use for a purpose.</li> </ul>
ELG	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

## Planning

Planning for Art the learning objectives are matched to the National Curriculum. Tiered learning outcomes are given to learners in order for pupils challenge themselves yet still be able to achieve as these style learning outcomes are accessible to all. Success criteria is shared with learners through quality modelling, marking of evidence in books (shown as PRT) and re-emphasised throughout the session. Health and safety considerations, equipment lists and SEND considerations are also noted.

## Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning. Specific subject related skills will be enhanced and developed during effective teaching and learning experiences; providing children with plentiful practical hands-on experiences.

### **Teaching and Learning Expectations:**

- Art will be taught for at least 1 hour a week – where necessary, additional morning/afternoon sessions will be allocated.
- There will be an Art assessment at the beginning of the academic year and another at the end of the year (using the same piece) to assess.
- All children are able to access Art.
- Teachers to use skills progression documentation to assess learners.
- All children to have equal opportunities to access tools and resources.
- Children/Teachers who are unable to take part in specific Design and Technology learning experiences (because of severe allergies) will be able to access the specific subject area in other ways.
- One piece of Art to be recorded per half-term in Art books related to a famous artist.
- Class blogs and social media to include examples of Art from Nursery-Year 6.

### **Working Walls/Displays:**

- All classes to display current Art learning relating to current topic.
- Hall display (main building) promoting children's larger scale Art projects.
- My Personal Best values and Sandy Hill STARS on display in all classes/key communal areas of the school to refer to when completing Art learning.

### **Monitoring/Assessment:**

- Exit Points (e.g.: assemblies, large scale projects, visitors, Art week)
- Use of assessment documentation to identify children, WTS, EXS and GDS
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work/book Scrutinies
- Staff meetings to continuously evaluate current practices and reflect upon ideas.
- Appropriate CPD