



Brindley Heath Academy Art Policy

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1. Curriculum INTENT

“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.”

National Curriculum Purpose of study

“...produce creative work, exploring their ideas and recording their experiences.”

National Curriculum Aims

Aims and Values

Brindley Heath Academy’s curriculum has been designed to generate:

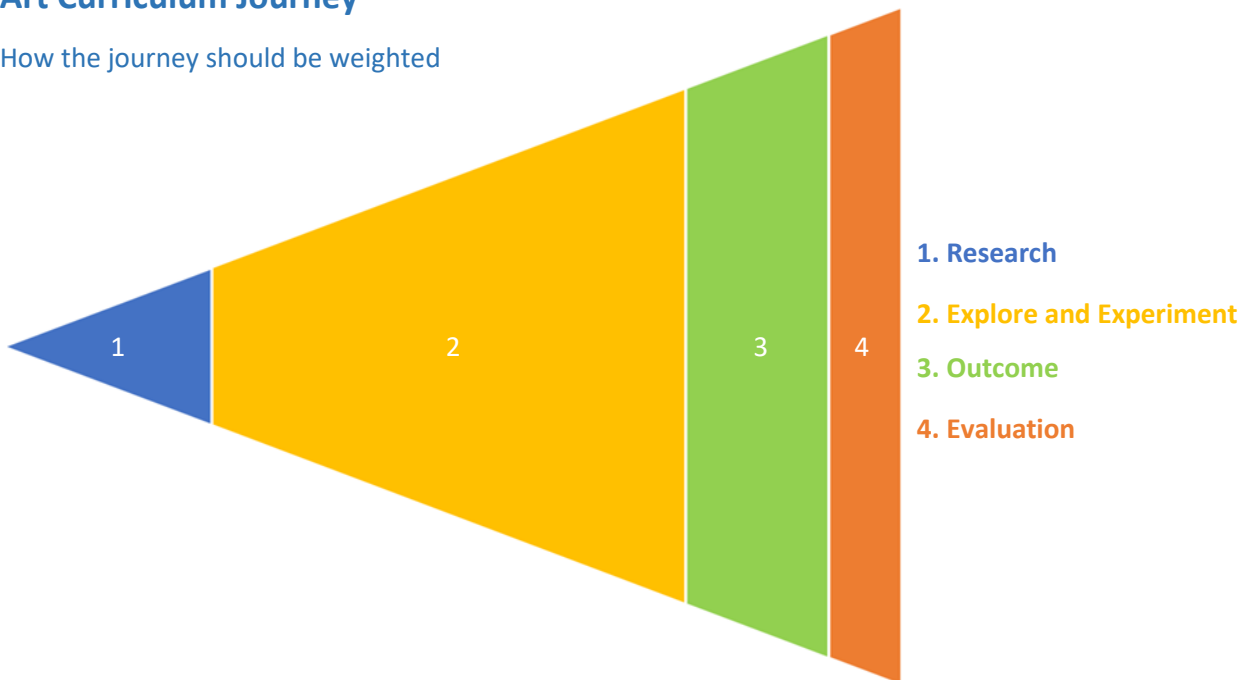
- An understanding of artists, designers and architects and their work promoting **be respectful**
- A curriculum that encompasses the acquisition of knowledge, concepts, skills and personal reflection to **be aspirational**
- A curriculum that encourages creativity, individuality, exploration and experimentation to **be resilient**
- Appreciation of the arts, today and for the future **be proud**
- An opportunity to express individuality, emotion and self **be you**

2. Curriculum Implementation

- The curriculum is designed to ensure there is a balance across four key areas in each learning journey – research, explore and experiment, outcome and evaluation. This is more heavily weighted towards the explore and experiment part of the journey. (Appendix 2: How the journey should be weighted).

Art Curriculum Journey

How the journey should be weighted



Research

Children will begin their learning journey with a chance to investigate and research a wide and varied selection of artists and designers. They will have the opportunity to explore art and design from around the world, taking in different cultures, and will discover the impact of art within different societies and throughout history.

Explore and Experiment

As teachers we need to know and understand the Art Curriculum as a cohesive whole. We need to be able to make connections to prior and new learning e.g. when the children are learning about mixing paint to produce primary colours in Year 3, this lays the foundations for the use of colour in patterns in Year 4 and the use of colour mixing in landscape painting in Year 5. If we can do this, we can ensure the children can do this too through explicit teaching.

As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in discussion, modelling and where appropriate in sketchbooks to ensure thorough understanding. However, it's not just about perfecting skills. Children need to be able to apply their learning to experiment, make choices and expand their creativity.

What a pupil's schema of colour might look like by the end of KS2.



Outcome

Each learning journey will culminate in an exciting outcome encompassing the skills learnt throughout the unit. Outcomes will be varied and diverse and will be recorded in an appropriate manner for children to access either as a physical piece of work or digitally.

Evaluation

Children will have the chance to reflect and evaluate each unit of work and will be able to talk about their outcome. They will be able to explain how they would approach a similar theme should they have the chance to experience it in the future and makes links with previous learning and how they have adapted their skills.

Resources

Links to suggested artists and websites are accessible from the medium-term planning on Teams, as well as suggested artworks. Drawing and painting resources are readily available as well as additional specialist resources, such as cartridge paper, clay and batik resources.

Enriching the curriculum

The children should go on at least one visit each year to an art gallery or exhibition to support their learning. Links to local artists and designers will be made and built upon with the possibility of workshops in school to enhance the curriculum.

Meeting the needs of all children

The SOLO taxonomy progression grids will support staff plan progressive objectives which deepen over time.

Strategies for Support and scaffold:

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Strategies for stretch:

- Children can make suitable choices and are able to explain their choices.

3. Curriculum IMPACT