



Birches First School

Believe, Grow, Succeed



Art & Design Intent Statement:

At Birches First School, we value and understand the importance of Art and Design in providing children with a broad and balanced curriculum that can be tied in with many other subjects. Art and Design allows the children to experiment and develop their artistic skills, whilst enabling the children to express their own individual interests and opinions. Through Art and Design it is intended that children will be exposed to, and develop a greater understanding of, the different cultures that have or are currently influencing societies and the diverse range of artistic styles used by both male and female artists. This includes children developing a greater competency of creating art through the use of digital media. This range of study is intended to help develop the children's' independency and reflection as they will be able to create their own art using the techniques learnt from a variety of different artists.

Art and Design have recently seen a surge during the lockdown period (2020) with more people than ever turning to art to help support their mental health. This indicates that children will benefit from a robust and engaging art curriculum. By providing children now with high-quality Art and Design provision, we should be equipping them with the knowledge and ability to experiment and create their own artwork, using a variety of techniques. As pupils progress throughout their years of study, they should be able to develop a greater understanding of Art and Design and understand how art reflects what was happening in the world when it was created.

Curriculum Implementation

At Birches First School, the teaching and implementation of Art and Design is based on the National Curriculum (2014) and supported by the teaching site Kapow Primary and 'Hamilton Trust'. Each Year group has a breakdown of the skills that need to be covered throughout the year and suggestions of ways that this can be achieved.

Previously, children access the Art curriculum via their Topic lessons throughout a term. Following a review of this approach by staff it was felt that to ensure the development of skills and progression within a unit, across a year and throughout the Birches journey, children would benefit more from a discrete teaching approach. Art and Design activities continue to form an important element to our creative curriculum topics, giving children the chance to apply their skills in a range of contexts. A block approach is followed at the end of each term, allowing for a sequence of lessons to be planned and delivered across several days.

Areas covered throughout each year include Formal elements of Art, Art and Design skills, Landscapes using different media, Human art, Prehistoric art, Crafts and Sculptures. The Birches Art curriculum is designed to develop the key principle skills of drawing, colour, texture, form, printing and pattern. Each year group covers similar topics throughout the year but allows for greater progression of skills, allowing children to build upon their prior knowledge.

The Children's learning and appreciation for art is further enhanced and embedded by providing the children with the opportunity for a Whole-School Arts Day. This will allow children to explore the work of different artists and the range of techniques used to create different masterpieces.

The type of study that children will be covering will be discussed and analysed by Art Leaders across the MAT to ensure that children are receiving a strong, beneficial education in Art and Design.

Curriculum Impact

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Due to Art being taught in blocks at the end of each term, assessment should take place throughout this period of time. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements. This also forms a basis for teachers to know if any knowledge and skills still need to be embedded. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the Tapestry assessment system. Age related expectation levels are reported to parents at the end of the academic year.

Children develop an understanding and appreciation of the Arts and have the skills and confidence to express themselves, their thoughts, feelings and opinions creatively.