

Art Position Statement

The National Curriculum for Art has been integrated into the Beechwood scheme of work for Art and Design as part of the school's commitment to continue to improve the way in which art is taught. Year group plans are regularly improved to ensure there is clear progression, a focus on developing creativity, an exploration of different media and techniques and a focus on skills work in each topic. *As a school, we are working on Global Learning goals with an increased awareness of race, gender and environmental issues. These are being reflected in different areas of the Art Curriculum.*

EYFS

In EYFS practitioners support Expressive Arts and Design and Physical development simultaneously through discrete teaching and continuous provision. Children's artistic and cultural awareness foster their imagination and creativity. Children have regular opportunities to engage with The Arts, enabling them to select a wide range of media and materials. Children are frequently encouraged to build resilience through exploring with self-chosen materials. Provisions and activities are planned to put the children at the heart of their learning. Specific key vocabulary is regularly scaffolded by adults and a range of stories are used to enhance this area of learning. All practitioners share and adapt work regularly and are aware of the impact of this on the learner. This creates a solid foundation in the key skills and knowledge needed to support learning in Key Stage 1 and Key Stage 2.

Key Stage 1 and 2

Beechwood progression of skills for art incorporates the objectives of the new National Curriculum with the development of specific skills and techniques from Year 1 to Year 6. The progression of skills has been divided into exploring ideas, investigating and making, evaluating and developing work. Each skill is built upon each year, so that the children can improve on, discuss and choose the techniques that they use, through continual evaluation and reflection.

Each year group has detailed medium term plan B's, which are regularly updated to reflect the skills that should be taught, different artists/craftspeople who demonstrate these skills and age-based art vocabulary. The learning objectives are based on the progression of skills, knowledge and understanding for art and design. The development of the plans follows the school's commitment to child-initiated learning, creativity and investigation. The plans for each year group allow the children to develop their skills in a way that motivates and engages the children.

Work is sampled across the school on a termly basis by the subject leader for art and design and an e-portfolio is continually being added to. The work is moderated against the medium-term plans to ensure continuity and progression throughout the year groups. *As part of our work as a Trust, the subject leaders for art and design for each school meet regularly to discuss each strand within the curriculum to build a comprehensive portfolio of work. This year, these meetings are online.*

At the end of each term the class teacher assesses the children's work and this data is submitted to the Otrack assessment system for evaluation by the art and design subject leader.

Each child has a sketch book which they use to experiment explore and assess different techniques, using the work of different artists/craftspeople as a starting point. The development of their skills can be seen in these sketchbooks and these are passed on from year group to year group. Plans, assessments and photographs of each child's final pieces of art work are evidenced termly in their TSU book.