



Sheep Dip Lane  
Academy



Exceed Learning Partnership  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## Art Policy: Sheep Dip Lane Academy



<b>Responsible Governing Board</b>	<b>Local Governing Board</b>
<b>Responsible Persons</b>	<b>Principal</b>
<b>Date of last review</b>	<b>January 2022</b>
<b>Review Date</b>	<b>January 2025</b>

## Version Control

<b>Version</b>	<b>Revision Date</b>	<b>Revised by</b>	<b>Section Revised</b>
V1			All sections – revised document

## Contents

1. Purpose
2. Curriculum Intent
3. Curriculum Implementation
4. Curriculum Impact
5. Curriculum development and assessment

### 1. Purpose

1.1 We believe that all pupils at our academy should have access to a high-quality Art and Design curriculum that is planned to engage, inspire and challenge children to develop their understanding and abilities, equipping them with the knowledge, skills and confidence to experiment, explore and create their own pieces of art. Over time we want our children to develop skills and knowledge in which they can apply themselves through a range of media. We display pupil outcomes in Art within our learning environment to show the process children have gone through within their learning and to allow children to know their efforts are appreciated and valued.

1.2 In order for the successful implementation of our Art policy, children should across the academy have the opportunity to develop their knowledge of Art and the style of key artists, a range of skills progressively and have opportunities to use a wide variety of media. The outcomes we want our children to produce should be a balance from observation, to record key experiences and to also work imaginatively.

***At Sheep Dip Lane Academy we expect all staff to adopt the following principles and use these consistently within their teaching and learning of Art.***

### 2. Intent

2.1

At Sheep Dip Lane Academy, we have designed a curriculum for the arts with the intent that our children will, from the early years, develop a sense of creativity, self-expression, excellence and high attainment.

Each pupil will;

- experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art and design, creative dance, music and drama.
- experience the arts through other areas of the curriculum.
- be given a wide range of opportunities to express themselves creatively.
- be given the opportunity to develop skills and interests in out of hours learning.

- begin to develop awareness of the emotional impact the arts have on themselves and on an audience.

We will deliver a curriculum that;

- Expose's all children to the arts, giving them a chance to experience, and participate in a range of creative activities and events.
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced.
- Gives children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum.
- Gives children the opportunity to explore, develop and communicate their personal, aesthetic response to experience.
- Develops their knowledge and skills within a wide range of art activities.
- Introduces them to an appreciation of the arts that will last a lifetime.
- Develops their appreciation of the diverse cultural heritage within the academy and local community.
- Helps them make personal interpretations of what they have experienced.
- Encourages children to express themselves creatively using a wide range of media and situations.

### 3. Implementation

3.1 It is our intention that:

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our academy. We plan the skills in a progressive way so that they develop as the child moves through our academy each year building on prior knowledge, understanding and skill set. We use the BAD model of teaching and learning, starting at the basic stage exploring the media/Arts, evaluating and questioning to support our understanding. Advancing where we practice different skills, plan out our piece of drama, dance, music or Art and gradually build this into a final performance or piece demonstrating a deeper stage of learning where we have applied taught skills.

The teaching, learning and sequencing of the curriculum follows;

- All children follow a program of progressive skills in art and design, creative dance, music and drama. These take place in discrete art and design lessons and also as a means of communication in other wider curriculum subjects.
- Wherever possible first hand experiences and real things are used to stimulate art and design activities. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children. In KS1 Y1-Y6 pupils record practised skills and plan their final pieces within their individual sketchbooks. This shows their personal development over time and teachers can refer back to individual lesson objectives and the child's outcomes to accurately moderate their end of term summative assessments, alongside using the Art year group expectations.
- In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.
- Art activities are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge. Pupils with particular talents are given opportunities to extend them. Opportunities for using and extending art skills are built into lessons in other subjects.
- At SDLA we ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today.
- Cross curricular opportunities for further learning and development in the arts are built into planning of all subjects as a means of enhancing the children's learning opportunities. These may be in the form of visiting performing arts groups, museums, galleries and other venues.

- In the EYs there is continuous provision of art and design opportunities: these activities make important contributions to children’s development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children’s Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

3.2 **Progression and schemes of learning**

In addition to this policy please refer to the academy progression document overview and phase schemes of learning: EYFS Nursery and Reception, KS1 Y1 an Y2, LKS2 Y3 and Y4 and UKS2 Y5 and Y6.

**4. Impact**

4.1 At Sheep Dip Lane Academy, our Art curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

**5. Learning Intentions and Key Knowledge Component/Assessment Criteria**

5.1 Marking is undertaken in accordance with the learning intention and steps to success/key knowledge components. Where appropriate we mark with the pupil present. The teacher then can refer back to each lesson’s bookwork, evaluate a pupil’s understanding through questioning and recall at the end of a unit key knowledge and evaluate the pupil’s main piece/s outcomes. The teacher summative assessment is record each term and then evaluated to form an end of year outcome to be reported to parents and carers, leaders and LGB annually.

Date of Policy                      January 2022

To be reviewed January 2025

Signed: Principal



Signed: Governor / Chair of Governors

