ART & DESIGN
OCEAN ACADEMY

Purpose of this document:

The purpose of this document is to outline the planning intent and implementation of the art curriculum at Ocean Academy. In response to the Ofsted Art Research Review, our planning and approach has been reviewed to ensure that the art curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of art across our school; ensuring that all learners have exposure to high quality art teaching and learning opportunities. The effective teaching of art requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Underpinning evidence:

1. National Curriculum: Art
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller
4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Feedback, EEF Teaching and Learning Toolkit
7. Mastery Learning, EEF Teaching and Learning Toolkit

Introduction and aims:

Intent - Sequencing and planning

'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.' Ofsted, 2014.

At Ocean Academy, we aim to ensure that all pupils:

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

At Ocean Academy, our curriculum is planned to ensure that:

- Skills are broken down into the simplest form and modelled effectively. Specific skills and terminology are explicitly taught so that pupils have this knowledge in their long term memory so that it can be used to apply in their creative work.
- Pupils have the time and opportunity for repeated practise and application of the intended skills, building on prior and existing knowledge. Each pupil has a sketchbook which shows the progression of skills over time.
- Art is valued in the curriculum and is given substantial and protected time within the curriculum. Planning is blocked and planned to focus upon skill development so that children have the opportunity and time to master that skill, becoming proficient over time.
- It is broad and balanced. Children experience progressive teaching in a range of media including drawing, painting, sculpting and pastels, within and across year groups.
- Lessons are designed and planned to regularly revisit and revise the work and skill development from previous learning, attaching new learning to existing schemas.

Produce creative work, exploring their ideas and recording their experiences

At Ocean Academy, our curriculum is planned to ensure that:

- Pupils are exposed to a range of media and taught to use these effectively. The curriculum ensures that pupils will master the skills needed for drawing, painting and sculpting.
- Pupils are given sufficient and extensive time to experiment and explore with various media, applying their skill proficiency to various application opportunities and creative work.
- Pupils can record their experiences and learning over time within their sketchbooks. These are used to show the process of development and show the progression of their learning. Sketchbooks are aimed to remain with each child from Year 3 to Year 6.
- It is relevant and engaging. The art curriculum is filled with rich experiences, a wide variety of artists and styles from a range of cultures and backgrounds.
- Pupils have the freedom to explore and create, applying their skills in various ways.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

At Ocean Academy, our curriculum is planned to ensure that:

- Every topic of learning is based upon the work of varied artists using the specified skill to create the piece. Pupils have the opportunity to appreciate and evaluate the work of others.
- It includes a balance of high profile, less known, local, modern and historical artists so that children can compare their creative works and to widen their world of culture and creativity.

Evaluate and analyse creative works using the language of art, craft and design

At Ocean Academy, our curriculum is planned…

- Every topic of learning is based upon the work of varied artists using that skill to create the piece
- Varied cultures and artist backgrounds are planned across the curriculum to widen the world of our pupils - exploring various artists, creative work and cultures
- Key vocabulary is mapped and planned across the curriculum to ensure that pupils are exposed to the language of art, craft and design and use this to articulate their thoughts and ideas
- Planned within sessions are opportunities for pupils to evaluate their own work to consider changes they would like to make to change the overall meaning or effectiveness of their work

Implementation - Pedagogy

'The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve.' Ofsted, 2022.

Art is planned and delivered in blocks of progressive lessons that are covered so that pupils are able to master and become proficient in the specified skill of that block. Lessons are consistently delivered for a set number of afternoon sessions so that pupils have sufficient time to repeatedly practise and apply the skill.

All planning is designed and quality assured by the Curriculum Lead. The staff who deliver these art sessions will work alongside the art lead to discuss, evaluate and quality assure the planning and delivery.

Within a block of learning, art sessions will be delivered in the following process:

- The selected skill will be modelled to the pupils. Within their sketchbooks, pupils will then repeatedly practise that skill. Teachers will provide live and specific feedback so that pupils can improve and become proficient in this skill. The process of repeated practise and development of proficiency will be evident in the sketchbook.
- Teachers and pupils will revisit and revise prior learning and exposure to this skill, which will be evident in their sketchbook.
- Introduction and background of selected artists - pupils will evaluate and analyse the existing work of selected artists using the specified skill. Pupils will learn the history, culture and background of these artists to appreciate the development of the creative work.
- Once proficient in the skill, pupils will be assigned an application task or scenario which enables them to practise the skill in context, creating an instructed piece of artwork inspired by one of the selected artist's works.
- Pupils will then evaluate and analyse their own and others' work, considering the skill proficiency and effectiveness of the final product.

To ensure that the intended planning is delivered effectively, lessons are planned with the underpinning understanding that high quality teaching and learning in art includes the following:

- **Effective modelling and powerful demonstrations:** Because of regular CPD, support, rigorous planning and quality resources, teacher subject knowledge of the artistic skills is strong. Because of this, teachers can provide specific models and break a skill down into manageable learning chunks for pupils to learn and develop over time. Use of videos, demonstrations and visualisers enables teachers to provide excellent models.
- **Sequential practice:** Learning is blocked, revisited and revised within and across year groups so that it builds upon existing knowledge and is planned sequentially and progressively. This is to ensure that learning is mastered and does not overload the working memory when learning new skills and knowledge.
- **Repeated practice:** Every lesson has opportunities for pupils to repeatedly practise each skill to become fluent and competent. As pupils gain fluency, the complexity and difficulty of the practice or task will increase.
- **Purposeful feedback:** Because of regular CPD, support, rigorous planning and quality resources, teacher subject knowledge of the artistic skills is strong. Because of this, within every lesson, teachers can offer specific and purposeful feedback to pupils to improve their knowledge and skill proficiency, aiding their creativity. The feedback focuses on what they can do and their next steps in learning.
- **Maximum time being engaged in skill development:** Lessons are designed to ensure children access the maximum amount of practise time. This is achieved by ensuring that resources are well stocked and available for individual practice. Lessons are designed so that application opportunities provide optimal engagement.

Assessment:

'Well-designed assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more.' Ofsted, 2022

Assessment within art is regular and often. Teachers' subject knowledge of each aspect of art is secure and planning and resources support this to enable teachers to make effective assessments and provide specific feedback to move learning on, within and across lessons, blocks of learning and year groups.

SEND and inclusion:

Throughout this document, the methods used to ensure all children, including those with additional needs, have been made explicit. All planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The school works closely with the SENCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning and delivery of art lessons. All lessons are adapted to ensure that all children can access the learning and work with their peers.

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To monitor teaching and learning across the school for consistency and progression
- To monitor and evaluate the progress of students

- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Sketch Book looks
- Gathering input from pupil voice and staff voice

Review:

This policy is subject to yearly reviews by the subject leader and SLT.
Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.