

Art Subject Policy

Curriculum purpose

'Curriculum for life'

Our curriculum allows all learners to flourish, have parity of opportunity, be life ready, harness their potential, creativity, have rich experiences and broaden their life choices. Our curriculum is built on the principle of 'powerful knowledge' which is described as 'the most powerful knowledge that goes beyond 'common sense' (what we acquire in our everyday experience).

Purpose

Our policy and practice is intended to:

- Introduce the aims and objectives of the Art department
- Outline the key components within Art
- Outline the knowledge skills and understanding for all Key stages
- Explain the effective Teaching and Learning strategies utilised in Art
- Provide the monitoring strategies used within Art

Aim:

At Oakfield we aim to promote the ability to develop a visual understanding of the world around them while developing independence, critical thinking, problem solving and interpersonal skills from a range of experiences. We aim to enhance the learners experience using cross cultural understanding and encourage risk taking in a secure environment to enabling learners to approach challenges with confidence in preparation for the range of employment opportunities available.

Objective:

- Engage in a wide range of enjoyable and motivating activities, which enable learners to explore values, attitudes and express their feelings
- To investigate and explore materials to support a variety of approaches to developing skills and techniques
- To provide all learners with a wide range of resources which are freely available and regularly maintained
- To view Arts in its broader sense
- To work alongside other targeted areas of the curriculum
- To develop Schemes of Work that are tailored to the individual needs of the learners
- To work in line with the vision and ethos of the school including working with Parents, Governors and Advisors

Components of powerful knowledge:

- Learners will develop knowledge and understanding in order to use materials skilfully.
- Learners will explore and Investigate elements of art
- Learners will evaluate and refine ideas
- Learners will plan, develop and create purposeful presentation piece

Key Stage 3

Knowledge, Skills and Understanding

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Key Stage 4

Knowledge, Skills and Understanding

- To be actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- To develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- To become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- To develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- To acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- To develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- To develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- To develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- To demonstrate safe working practices in art, craft and design

Key Stage 5

Knowledge, Skills and Understanding

- To use relevant materials, processes, technologies and resources
- To know how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- To know how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- To know that continuity and change in different genres, styles and traditions
- To develop a working vocabulary and specialist terminology
- To record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- To explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- To use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- To generate and explore potential lines of enquiry using appropriate media and techniques
- To apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- To organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms

Teaching and learning

Oakfield has used the 'Unleashing Greatness Framework' to help leaders to deliver Instructional Rounds (appreciative inquiry) to provide a more detailed analysis of the best practice across the school. This has provided Theories of Action, a set of guidance, protocols and procedures that will hold us to account for the delivery and impact of our teaching and learning.

In Art, the theories of action are:

Clarity of Instructions.

- When teachers make sure that they have provided clear instruction and utilise effective modelling strategies to create clarity and strengthen understanding. Then learners will be aware of the high expectations, skills and knowledge required to make exceptional progress

Vocabulary

- When teachers create a positive classroom environment, rooted in mutual respect and provide explicit subject specific vocabulary in context. Then learners will have the confidence, vocabulary and desire to engage in intellectual conversations

Questioning

- When teachers ask instructional and evaluative questions, scaffolding them to build up more detailed understanding and develop their reasoning. Then learners will have a high level of understanding, with secure and deep learning, resulting in accelerated progress

'Hand on' Learning Opportunities

- When teachers provide challenging, curriculum appropriate activities, that have a sequential narrative by design. Then learners will be more engaged, behaviour will be improved and they will make better progress through self-regulation

Responsive Teaching

- When teachers respond to the progress and feedback from their classes, utilising learner agency as part of the lesson development. Then learners will feel valued and motivated, taking ownership of their learning which will lead to greater outcomes

Contextual Learning

- When teachers provide skills and knowledge that are contextualised in culturally rich learning opportunities. Then learners will have greater exposure to cultural influences which underpins the curriculum resulting in greater depth of knowledge and memorable learning opportunities.

Assessment

At Oakfield we firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school rubric assessment as a tool for all of our learners. The rubric assessments are written in a bronze, silver, gold and platinum structure. The rubrics are then shared and are made clear to learners to develop their independence and evaluation of their work (known as agency) and future target setting. Self-evaluation is key in getting learners to understand what they can do well and what they need to improve on further.

Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- Monitor learners work and quality of teaching and learning
- Review Curriculum Maps and Schemes of Work based on suitability of use
- Review and monitor risk assessments for practical lessons
- Analyse performance data
- Produce a SES
- Attend link meeting

Links to other policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Homework
- Marking and Feedback



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Signed Executive Headteacher:	C Taylor