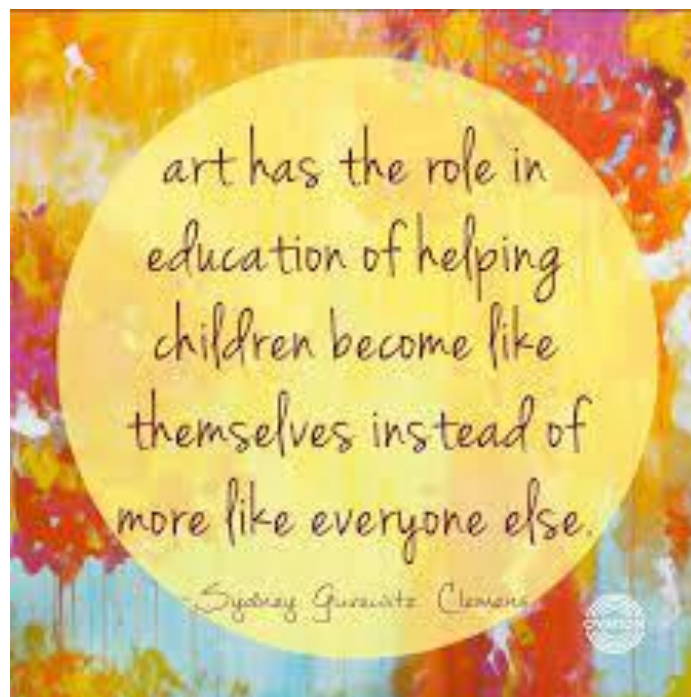


Ballifield Primary's Art and Design Curriculum



Context

Ballifield Primary School is that of a large urban primary school, serving children in the age range 3-11 years.

As of September 2023, we utilise the "Access Art Primary Split Curriculum", which has been devised for schools who currently teach art every term, whilst sharing the half terms with Design and Technology. The Access Art Primary Art Curriculum takes a holistic approach to art education.

At Ballifield, we believe that art is a vital subject to include in a child's education, both in school and as part of lifelong learning. Making time and space for creativity helps develop learning about art, but also learning about ourselves through art.

OUR INTENT FOR THE TEACHING OF ART AND DESIGN AT BALLIFIELD PRIMARY SCHOOL

Purpose

The purpose of the teaching of Art and Design at Ballifield Primary School has been carefully considered, not just in relation to the purpose of teaching art in school but the relevance of art in all our lives. This is important to Ballifield because at the moment, although artists help shape and define our lives in so many ways, many feel that people have lost touch as a society as to the purpose art serves, and there is a danger that art is seen as disposable, or a nice "added extra". The curriculum at Ballifield helps build knowledge and understanding in pupils and teachers as to some of the ways that art is relevant in **all our lives**. By combining technical skills with contextual and conceptual understanding, our curriculum helps ensure every pupil, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, feels entitled to embrace their own creativity as something which is **important** to them, and something which is **valued** by society.

Aim

The aim of the study of Art and Design at Ballifield Primary School is that by the time every child leaves our school they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, or making, or designing, or talking about art. To achieve this, it's important that we create as many different kinds of **opportunities** as possible so that each child can find the thing which strikes a chord with them. Communication and language through art are developed as strong foundations from the beginning. That means covering a variety of different disciplines, techniques, materials and approaches. It has been challenging to decide what to fit in and what to leave out, and how to order elements, but we're confident that all aspects of our art curriculum provide a balanced yet rich offering, with progression of knowledge and skills woven throughout. In practice, that might mean one day a child is practising observational drawing skills, another day they are working from their imagination making larger scale images, and another day they are discussing as a class how the context in which art is presented can change its meaning. The richness and relevance of experience makes learning memorable and impactful for all pupils.

OUR IMPLEMENTATION OF THE TEACHING OF ART AND DESIGN AT BALLIFIELD PRIMARY SCHOOL

The School Curriculum Requirements

As a maintained school in England, Ballifield Primary School is legally required to follow the statutory national curriculum which sets out in a programme of study, on the basis of key stages, subject content for the subject of Art and Design that should be taught to all pupils.

"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."

- National Curriculum

Time allocation for Art and Design

Art and Design at Ballifield is taught in three blocks across the year, one in each term (alternating with Design Technology). This can be taught during longer sessions or weekly hour lessons, depending on the skills being taught and explored and is best determined by class teachers.

Which aspects of Art and Design will be taught?

Art and design is taught in three pathways:

- Drawing and sketching
 - Surface and colour
- Working in three dimensions

	<u>Drawing and Sketching</u>	<u>Surface and Colour</u>	<u>Working in three dimensions</u>
Year 1	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.
Year 2	Explore & Draw Introducing the idea that artists can be	Expressive Painting Explore how painters use paint in expressive	Stick Transformation Project

	collectors & explorers as they develop drawing and composition skills	and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.	Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.
Year 3	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Making Animated Drawings Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets
Year 4	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills.
Year 5	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual.	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
Year 6	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual.	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.

Teaching and Learning

- The teaching and learning in Art and Design at Ballifield Primary School is taught as a discrete subject.

- Staff ensure that they are confident in the Art and Design content that they are teaching in advance of lessons.
- They seek guidance from the Subject Leader, NSEAD, Access Art (and their CPD units for each pathway).
- A range of teaching strategies in Art and Design are encouraged to deliver this curriculum including practical (making art) and theory (looking at art) sessions.
- Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- As art teachers at Ballifield, we create an environment in which real experimentation and risk-taking can happen. Modelling it was a good way for children to see that calculating risk is fundamental to making art. Risk is important as part of the experimentation and development process.

Planning

- Long term plans set out the clear sequencing and coherence of the Art and Design curriculum across each year group for the academic year.
- Class teachers ensure that the curriculum is effectively delivered and that knowledge in Art and Design is built upon and revisited frequently to ensure that children know more, remember more and can do more through art.
- Teachers identify opportunities for both facilitating and extending learning, such as educational visits and visitors linked to the pathways that they are teaching and the children's interests.
- Medium term plans set out a coherent and well-sequence series of lessons for each unit of work. These are split into three paths:
 - drawing and sketching
 - surface and colour
 - working in three dimensions

Art and Design Resources

Resources are stored in the Art and Design cupboards in the dining room. In addition to this, each classroom has a set of resources including sketching pencils, paint brushes, pots and palettes.

Teachers make good use of resources in order to develop their own knowledge and that of the children. Resources are used as a starting point for discussions and interpretation by all. Resources are replenished frequently.

Electronic resources are also used to support learning from the Access Art website (all teachers have individual logins) and other reputable sites. Resources are also available on the Access Art website for staff CPD around each unit taught.

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of Art and Design. We aim to arrange visits/visitors in each key stage.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive Art and Design teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for Art. All pupils are encouraged to progress to their full potential and a variety of adaptive teaching methods are employed to ensure that this is possible.

Pupils who are very knowledgeable in Art and Design are given opportunities to demonstrate and develop their knowledge and strengths. At Ballifield, some pupils have very positive and deep experiences of Art and design from their lives outside of school. These experiences are most certainly valued but we do bear in mind that they do not necessarily relate to pupils' ability in Art and design as a subject on the whole.

To accompany the Access Art Primary Art Curriculum, there are additional units/support for targeted SEND children/groups of children. The resources in this section are grouped around 7 areas of exploration:

- What Can We See?
- How Can We Explore Colour?
- How Can We Build Worlds?
- How Can We Explore Materials & Marks?
- How Can We Explore 3d Materials?
- How Can We Use Our Bodies to Make Art?
- How Can We Use Our Imaginations?

Within each area there are activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build children's confidence in their ability to make a personal, creative response to a stimulus.

EYFS

In the EYFS at Ballifield, Art and Design sits within the areas of Expressive Art and Design and Being Imaginative.

Through the Access Art Primary Art Curriculum, we promote open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confident and independent creators.

In order to prepare children for the pathways we teach in Key stage 1 and 2, we use resources in this section suitable for EYFS. We aim to support the building of strong foundations in communication and language through discussion in art.

The aim of these resources is to help give pupils opportunities and experiences which enable all pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

Art and Design and SMSC

At Ballifield, we believe that Art and Design plays a role in the personal development of children valuing their skills and the processes they use to develop their work. As part of each unit, children have opportunity to discuss theirs and others work as a friendly critique. Art and Design gives children the opportunity to work with their emotions and express themselves in their own way.

Art and Design and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**
- 5. Tolerance** of those with different faiths and beliefs

We believe that Art and Design can make a key educational contribution to children's explorations of British Values through learning about artists and how their lives affect the art that they create. Children learn about artist from the past and present and what is their inspiration for their art. They learn that individual liberty is often expressed through art by artists. They learn that whilst we don't have to like every piece of art we see, we show respect and tolerance.

THE IMPACT OF THE TEACHING OF ART AND DESIGN AT BALLIFIELD PRIMARY SCHOOL

The impact of our Art and Design curriculum will be that our children enjoy and value Art and Design. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Assessment, reporting and monitoring

The Art and Design curriculum will contribute to children's personal development in creativity, independence, and self-reflection. This is seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Progress in Art and Design is demonstrated through regularly reviewing and evaluating children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place.

Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know
- Throughout units of learning, teachers recap and review previous learning to assess knowledge the children have gained of other artist and the techniques they use, alongside the skills that they have developed as artists themselves.
- Gaps are filled before new knowledge is taught and AfL is used constantly to ensure children know and remember more.

- Pupils' attainment in Art and Design throughout the school will be tracked and monitored by the Subject Leader in order to ensure that Art and Design provision at Ballifield is impactful.
- The Subject Leader will also be able to identify areas for development and children who are finding it difficult to achieve the expected levels of progress, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Through discussion with teachers, ways to further support children to meet the learning outcomes are devised.
- As required by law, we report pupils' attainment in Art and Design in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our Art and Design curriculum.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in Art and Design at Ballifield. This role includes:

- Ensuring staff are clear on our approach to Art and Design and the requirements for planning using the Access Art Split Primary Curriculum.
- Supporting staff with planning and delivery of Art and Design.
- Acquiring and organising appropriate resources to support teaching and learning.
- Monitoring the teaching and learning of Art and Design, especially that of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Providing and sourcing training and CPD (INSETs & PDMs) for staff where necessary.
- Attending Subject Network meetings via Learn Sheffield to connect and liaise with other Art and Design Leads across the city, feeding back key messages/updates to staff at Ballifield.
- Utilising the resources available via Ballifield membership of NSEAD and Access Art.

Policy date: December 2025

Policy review date: December 2026