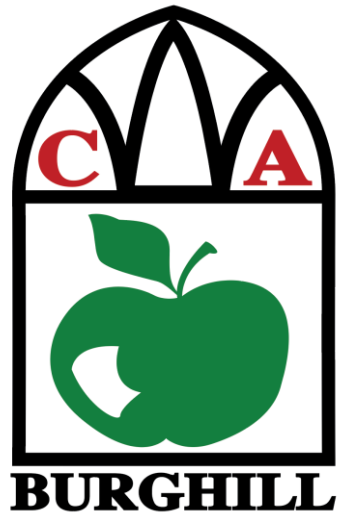


Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



# Burghill Community Academy Art Policy



Reviewed: Autumn 2024  
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# Burghill Community Academy Art and Design Curriculum Policy

## Intent

At Burghill Community Academy, our Art and Design curriculum is driven by our commitment to nurture creativity, confidence, and self-expression, in line with our school ethos and vision of the 6 Rs: Reflectiveness, Relationships, Resilience, Resourcefulness, Respect, and Risk-Taking. We believe that art is a vital part of a well-rounded education, and through the Kapow scheme, we aim to inspire all pupils to experiment, invent, and express themselves through a wide range of artistic mediums.

Our curriculum aims to empower pupils with the knowledge, skills, and confidence to explore their creative potential. The Kapow scheme provides a comprehensive approach that meets the National Curriculum's end-of-key stage attainment targets and aligns with the National Society for Education in Art and Design's progression competencies. By covering five key strands—Generating Ideas, Using Sketchbooks, Making Skills (including formal elements), Knowledge of Artists, and Evaluating and Analysing—our curriculum ensures that all pupils have the opportunity to develop a deep understanding and appreciation of art.

Aligned with contemporary learning theories, such as the "forgetting curve" and findings from the Education Endowment Foundation (EEF), the curriculum is structured as a spiral model, which revisits core skills and concepts with increasing complexity. This approach promotes knowledge retention and deeper understanding by encouraging pupils to apply their learning in new and challenging contexts. Our goal is for every child to leave Burghill Community Academy with a strong foundation in art and design that they can build on throughout their education.

## Implementation

Art and Design at Burghill Community Academy is delivered through the Kapow scheme, which provides a structured and progressive framework for learning. Art lessons are timetabled weekly for all year groups, ensuring that pupils have regular opportunities to develop their skills and engage with a variety of artistic media. This consistent scheduling reflects our belief that frequent practice is essential for developing confidence and proficiency in art.

The Kapow scheme is organised into four core areas: Drawing, Painting and Mixed Media, Sculpture and 3D, and Craft and Design. Each unit is carefully sequenced to build on prior knowledge, enabling pupils to refine their skills and apply them to increasingly complex tasks. Lessons are practical, hands-on, and exploratory, encouraging pupils to use sketchbooks to document their ideas, experiment with different materials, and take creative risks. This aligns with our school's emphasis on Risk-Taking and Reflectiveness, as pupils are encouraged to evaluate their work and consider how they can improve.

To ensure inclusivity, each lesson includes differentiated guidance, enabling all pupils to access the content and engage meaningfully with the activities. Knowledge organisers

provide visual support for key techniques, processes, and vocabulary, reinforcing the recall of essential skills and information. Additionally, we offer a range of resources, including teacher and pupil videos created by subject specialists, to support both teachers and pupils, particularly those who may feel less confident in their artistic abilities.

Art and Design is promoted across the school through vibrant displays, themed assemblies, and events such as art exhibitions and competitions. Extra-curricular activities, such as art clubs and workshops with local artists, provide further opportunities for pupils to deepen their engagement with the subject and explore their creativity outside the classroom.

## Impact

The impact of the Art and Design curriculum is continuously monitored through both formative and summative assessment strategies. Each lesson provides clear objectives and assessment criteria, allowing teachers to evaluate pupils' progress against the learning goals. Pupils are actively involved in the evaluation process, engaging in discussions and decision-making about the quality of their work and identifying areas for improvement. This aligns with our school's emphasis on Reflectiveness and helps develop metacognitive skills.

Teachers use an assessment spreadsheet to track pupil progress, identifying those who have secure understanding and those who are working at greater depth. This enables teachers to build a comprehensive picture of each pupil's learning journey, ensuring that all pupils are appropriately challenged and supported.

By the end of Key Stage 2, pupils will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture, and other art, craft, and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end-of-key stage expectations outlined in the National Curriculum for Art and Design.

These outcomes reflect our school's vision and the 6 Rs. Pupils develop Reflectiveness by evaluating their work and considering improvements. Relationships are built through collaborative projects and peer feedback. Resilience is fostered as pupils tackle new challenges and refine their skills. Resourcefulness is developed by using a range of materials and techniques to express ideas. Respect is cultivated through understanding diverse artistic traditions and the work of other pupils. Finally, Risk-Taking is encouraged as pupils experiment with new methods and ideas in a supportive environment.

Our assessment models, including formative assessment for learning (AfL), tracking, and evidence-gathering through sketchbooks and classroom activities, ensure that pupils are making consistent progress. By following the Kapow Primary Art and Design scheme, we aim

to develop confident, creative, and reflective learners who have a lifelong appreciation for the arts.

In the Early Years Foundation Stage (EYFS) at Burghill Community Academy, the Art and Design curriculum is closely linked to the relevant Early Learning Goals (ELG), particularly within the area of **Expressive Arts and Design**. Our aim is to nurture creativity and imagination from an early age by providing a rich environment that encourages exploration of different media and materials. Children are introduced to basic artistic skills, allowing them to experiment with a range of art forms such as drawing, painting, and crafting.

By fostering creativity in EYFS, we aim to support the development of the skills and dispositions necessary for them to express their ideas and feelings, which align with the broader school vision and the 6 Rs: **Reflectiveness, Resilience, Relationships, Resourcefulness, Respect, and Risk-Taking**.

### Implementation

Art and Design activities in EYFS are planned in alignment with the following ELG areas:

- **Expressive Arts and Design:**
  - **Creating with Materials:** Children explore, use, and refine a variety of artistic materials, tools, and techniques. They experiment with colour, texture, form, and function.
  - **Being Imaginative and Expressive:** Children create art that allows them to communicate their thoughts, ideas, and feelings.

The Kapow Primary scheme helps to guide these experiences by offering structured opportunities for young children to engage in artistic expression. Lessons are hands-on and designed to inspire creativity through free exploration and structured guidance, which is central to developing key skills.

- **Cross-curricular Links:** Art activities in EYFS often link to other areas of learning, such as **Communication and Language** (as children talk about their artwork) and **Personal, Social and Emotional Development** (by encouraging self-expression and collaboration).

### Impact

By the end of the EYFS, children will have met the **Expressive Arts and Design** Early Learning Goals if they are able to:

- Use and explore a variety of materials and tools to create different effects in their artwork.
- Express their ideas through various forms of art.
- Communicate their thoughts and feelings through their creative work.

### Links to the 6 Rs:

- **Reflectiveness:** Children are encouraged to look at their work and think about how they can improve or change their artistic creations.
- **Relationships:** Collaborative art activities help children learn to work with others and share ideas.
- **Resilience:** Art activities challenge children to try new techniques and persevere when things don't go as planned.
- **Resourcefulness:** Children learn to use materials creatively, problem-solving during the artistic process.
- **Respect:** Through art, children learn to appreciate their own and others' work, showing respect for different styles and approaches.
- **Risk-Taking:** Children are encouraged to take creative risks, trying new ideas and expressing themselves through various media.

By embedding these principles into the EYFS Art curriculum, we ensure that children develop a strong foundation in creativity and expression, setting the stage for future learning in Art and Design.