



BENGEWORTH CE ACADEMY

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# ART POLICY 2024-2025

September 2024



**Bengeworth**  
Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*



# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

***‘Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.’***

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children’s interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

## Subject Intent

At Bengeworth Academy we believe that every child is an artist and it is our intention to offer opportunities for all children to access the Art Curriculum, to enable them to become confident, courageous, and aspirational artists in their own right. We strive to provide children with a diverse array of knowledge and skills that will enable them to be subjective, critical thinkers, who know more and remember more and who are able to make links and connections within their learning. Following our knowledge-rich curriculum, our children will discover a variety of developing and great artists who have inspired the movements of art. Artist studies and research will further support children's understanding of wider conceptualisation of art's acceptance within society, that too will increase their confidence to create art expressively. Children will

have opportunities to play and experiment with a range of different mediums and applications through our progressional skills, aspiring to be the growing artists of the future.

The five concepts (drawing, paint, print, sculpture and digital media) are explicit in planning and teaching and are important threads which help drive our art curriculum throughout the school. We organise what we teach and when we teach it in a way so that our Art Curriculum is age and stage appropriate; for example, within our sculpture concept, EYFS have a natural focus, whereas Year 5's progressional skills will have matured to enable them to manipulate copper in line with their critical design progress.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

<https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design#:~:text=Early%20education%20and%20primary%20schools&text=The%20guidance%20say%20it%20is,range%20of%20materials%20and%20media.&text=This%20helps%20them%20to%20work,of%20materials%2C%20tools%20and%20techniques.>

# IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

Progression Documents:

[https://docs.google.com/document/d/1A9KsxuJx7M8swcaPdGOXK4cP\\_LhZBjbd/edit](https://docs.google.com/document/d/1A9KsxuJx7M8swcaPdGOXK4cP_LhZBjbd/edit)

Progression Snake:

[https://docs.google.com/presentation/d/1Bd58-X4JzSz6USrdo1Ki1iRBrLVMlo\\_6/edit#slide=id.p1](https://docs.google.com/presentation/d/1Bd58-X4JzSz6USrdo1Ki1iRBrLVMlo_6/edit#slide=id.p1)

Art Overview:

[https://www.canva.com/design/DAFi6PRyiP8/vgeOFAGe6TMztsXd4ddc2g/edit?utm\\_content=DAFi6PRyiP8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFi6PRyiP8/vgeOFAGe6TMztsXd4ddc2g/edit?utm_content=DAFi6PRyiP8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Assessment framework in progress:

<https://drive.google.com/drive/u/0/folders/1zet5k135ppGZOmoxkFXNJSoA6H5cNtju>

B.A.D Grids:

<https://drive.google.com/drive/u/0/folders/1Uqgo9H6zhjhejY4BGiuCyb6zdAGprTvd>

Art Warmers:

[https://www.canva.com/design/DAFaZJaxEQs/y93Dv8USpZiF5hvyHy4yOg/edit?utm\\_content=DAFaZJaxEQs&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFaZJaxEQs/y93Dv8USpZiF5hvyHy4yOg/edit?utm_content=DAFaZJaxEQs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### **Subject Delivery:**

<b>Subject Delivery and Frequency</b>	<i>Art is taught at any period across the term, chosen and arranged inline with each year's group's timetable. Teachers have the fluidity to incorporate their art sequence into the term dependent on their own scheduling. The minimum expectation is one full day.</i>
<b>Planning Expectations</b>	<i>Art sequence as followed</i> <ul style="list-style-type: none"><li>● <i>In Autumn 1, Spring 1 and Summer 2 children will complete the 3 areas of assessment during their sequence.</i></li><li>● <i>Our children begin their learning sequence by looking at the artist's work. Becoming an art Critic, by using 4 key stages; <b>describe, analyse, interpret</b> which will ultimately lead to the fourth stage of forming a <b>decision</b>.</i></li><li>● <i>Next, the children will research their inspirational artist discovering their artistic style, by making links to the concept and movement of art in which they have specialised within.</i></li><li>● <i>By researching their artist, our pupils can begin to make connections to the skills of application and will practice these expressively and confidently within their sketchbooks.</i></li><li>● <i>Finally, our pupils will apply all their knowledge and skills to create a final masterpiece in line with our whole school Global Theme. drawing upon inspiration from their artist in order to creatively express and demonstrate their progressional skills.</i></li></ul>
<b>Assessment</b>	<i>As part of our art assessment at the start of Autumn 1, Spring and Summer 2 our children will demonstrate their abilities within the 3 out of the 4 areas of art assessment <b>critiquing, skills</b> (observational drawing) and <b>creativity</b>. Formatively assessing their <b>knowledge</b> of their inspirational artist and skills at the end of each term's art sequence.</i>
<b>Learning Environment</b>	<i>We are incredibly proud of the art we create at Bengeworth and very often you will see this within our corridor displays. Art sketchbooks are used to capture the children's learning and practising of skills. Sketchbooks are used within lessons and beyond, where we encourage</i>

	<p><i>our children to use this as a tool of gathering thoughts and developing ideas alongside their art sequence and global themed exploration. Understanding that our sketchbooks are an insight into our creative minds and are therefore not limited to just single use art lessons. Lessons are dated for monitoring purposes only.</i></p> <p><i>Curiosity cubes can be used to introduce a new artist or concept of skills.</i></p> <p><i>World maps can be used to make links to new discovering artists, exploring diversity.</i></p>
<b>Resources</b>	<p><i>All staff have access to the Art cupboard resources where this is updated and resourced regularly. It is expected that any resources used from the Art cupboard are returned in an organised manner and located back in its designated spot.</i></p> <p><i>Each year group have a designated box of resources in line with the progression document. These resources are only to be used by those in that year group and they are to inform the art lead once these resources are low, so that they can be replenished. These boxes are labelled with a list of its contents inside.</i></p>

# IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

## Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

### Subject Specific Assessment

Formative Assessment	Summative Assessment
Hinge Questions Entry / Exit Tickets Socratic Quizzes Brain Dumps	E.g. Baseline assessment in Autumn 1 Mid point assessment in Spring 1 Final assessment in Summer 2 BAD Assessments (Annually)

## Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**



# Bengeworth

## Multi Academy Trust

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