

Art and Design Policy

2021-22

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1. Curriculum Statement - Art

Intent

The school believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school project work ensures that art is given high status in the curriculum. This includes the school's participation in the annual 'Big Arts Day' which enables further focus on children's artistic skills and knowledge in collaboration with other local schools.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment. The Art curriculum at William Patten contributes to children's personal development in creativity, independence, judgement and self-reflection. Children will achieve age related expectations in Art at the end of their cohort year.

2. Teaching and Learning

Children will experience an exciting and varied art curriculum which develops their knowledge and skills. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within the immediate and wider local area. Critical abilities will be developed using the 'content, form, process and mood' approach to looking at art (Rod Taylor) and by studying a range of different artists. All children, across the school, will have the opportunity to develop:

- ideas and creativity,
- skills and mastery of processes
- knowledge of art (including that of artistic movements, specific artists and their techniques) and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrates the process of learning, practising and developing skills in art lessons. This will be supported by an art 'working wall' which will be updated throughout the duration of each art topic. Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. 'Art Express' (see below) provides a good model for assessment of learning. It offers examples of what teachers should observe children do, to confirm that they have made anticipated progress. The identified key knowledge in art will also be checked, reviewed and consolidated at the end of each unit of work, with a record of this process in the children's topic books. Teachers will check and refer to previous related knowledge at the beginning of each new art topic.

Displays within the classroom and hall areas will reflect this process, as well as final artwork. A range of work across key stages will be celebrated and exhibited work will include contributions from children of all abilities. Sketchbook development will have a high priority in KS2 and be used to record: ideas, research about artists, skills development and reflections.

4. Planning and Resources

'ART EXPRESS, a complete art and design scheme for primary class teachers' is used to inform planning for KS1 and KS2. The units build upon prior learning and offer children the opportunity to develop and practise skills as they move up the school. The scheme provides teachers with CPD and digital resources, to support effective teaching of: drawing, painting, printing, sculpture and textiles. The scheme has informed the whole school knowledge and skills progression map. This also takes account of the school's context, identifying places of interest and relevance in the immediate and wider locality and the use of members of the local and wider community with specialist skills. Curriculum mapping states how relevant cross curricular will be utilised in each unit of work.

The 'double primary paint system' (brilliant yellow, lemon yellow, brilliant red, crimson, brilliant blue, turquoise, black and white) is used throughout the school to teach independent colour-mixing skills from an early age.

Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

5. Organisation

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work.

6. EYFS

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. The key knowledge and skills which has been identified for reception has been mapped to provide a foundation for those mapped in KS1.

Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

7. KS1 and KS2

Art will be taught in periods of blocked time allowing for the acquisition of related knowledge and the development of skills and understanding in depth. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject. The key knowledge and skills for each unit of work, in each year group, are identified on the whole school knowledge and skills progression map in art.

8. Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

10. Role of the Subject Leader

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. They will monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate. The subject leader will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of art.

A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

11. Parents

We encourage and welcome all parents and carers to support and assist with whole school events and art projects, including visits to the immediate and local wider community that support the art curriculum. Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at William Patten. The school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

This policy will be reviewed annually by the Governing body

Policy Agreed: September 2021
Policy Review Date: September 2022