

Art and Design Policy

2022-23

Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities**
- 9. Inclusion**
- 10. Role of the Subject Leader**
- 11. Parents**

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.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in children's topic books. At the end of the topic, children take part in a review of what they now know. This involves a review of the key knowledge, with reference to the TV (knowledge) mat. The teacher is then able consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In design and technology, an example of this level of questioning might ask children to consider how a mechanical system (such as gears and pulleys) might speed up, slow down or change the direction of movement. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.

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.

In art lessons, teachers use progressive questioning within lesson phases is planned prior to the lesson and is evident on teaching slides. Questioning is informed by the Bloom's Taxonomy Teacher Toolkit, which can be found at the end of this policy (p7). Teachers will also ensure that their classroom is a visually stimulating and creative environment. This celebrates the process of learning, practising and developing skills in art lessons, which itself is supported by an art 'working wall'. Working walls are 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 existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process. Children's knowledge and skills are continually assessed and developed by the teacher during lesson, in accordance with the lesson's success criteria. Children review these criteria at the end of each the lesson, using a green pen, and the teacher verifies their judgements. Critical discussion, including that which generated by the teacher's progressive questioning also enables effective ongoing assessment.

Children's skills are also 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.

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 key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic organiser of the key vocabulary, the previous relate knowledge and the current key knowledge of the topic. Responses to the 'What I'd like to know?' phase of the topic introduction, also enable and inform focussed interest planning which takes account of children's interests (as well as their starting points as informed by the 'What do I know already?' phase).

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, which also takes account of the school's context. Knowledge and skills progression mapping indicates places of interest that have been identified to contextualise learning, and ensure greater relevance according to 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 links 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 EYFS is linked to the KS1 programme of study and is aligned to and informed by the following early learning Goals:

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy when drawing.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the processes they have used.

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.

The following aspects of Art lessons are examples of how the school ensures an inclusive provision:

- All children will be supported through differentiation, adaptation or adult support, to enable equal access
- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the project.
- Within each topic, teachers use 'word aware' to help children from identified vulnerable groups who would benefit. In Design and Technology, the word chosen for this is generally a technical term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children to refer to throughout the study in their books. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for a creative process, or the use of an electronic device to support research.
- QR codes, photographs and print outs/screen shots of tasks completed on a computer or app can be used to evidence a learning process where the child has not produced a recorded outcome.
- Each class also has a working wall, which evolves with the topic. Teachers use this to reinforce the key knowledge and skills.
- Teaching assistants are expected to provide written feedback alongside the outcome or success criteria of the children they have supported as part of the monitoring and assessment of progress in the subject.

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 2022
Policy Review Date: September 2023

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

- Choose
- Copy
- Define
- Duplicate
- Find
- How
- Identify
- Label
- List
- Listen
- Locate
- March
- Memorise
- Name
- Observe
- Omit
- Quote
- Read
- Recall
- Recte
- Recognise
- Record
- Relate
- Remember
- Repeat
- Reproduce
- Retail
- Select
- Show
- Spell
- State
- Tell
- Trace
- What
- When
- Where
- Which
- Who
- Why
- Write
- Ask
- Cite
- Classify
- Compare
- Contrast
- Demon-
- Discuss
- Estimate
- Explain
- Express
- Extend
- Generalise
- Give exam-
- Predict
- Purpose
- Relate
- Rephrase
- Report
- illustrate
- Indicate
- Infer
- Interpret
- Match
- Observe
- Outline
- Predict
- Summarise
- Show
- Summarise
- Translate
- Act
- Administer
- Apply
- Associate
- Build
- Calculate
- Category
- Choose
- Classify
- Connect
- Construct
- Correlation
- Demonstrate
- Develop
- Dramatise
- Employ
- Experiment
- Group
- Identify
- Illustrate
- Interpret
- Interview
- Link
- Make use of
- Manipulate
- Model
- Organise
- Perform
- Practice
- Relate
- Represent
- Select
- Show
- Simulate
- Solve
- Summarise
- Teach
- Transfer
- Translate
- Use
- Analyse
- Appraise
- Arrange
- Assumption
- Breakdown
- Category
- Cause and effect
- Choose
- Classify
- Differences
- Discover
- Discriminate
- Dissect
- Distinction
- Distinguish
- Divide
- Establish
- Examine
- Find
- Focus
- Function
- Group
- Highlight
- In-depth
- In-discussion
- Inference
- Inspect
- Investigate
- Isolate
- List
- Motive
- Order
- Organise
- Point out
- Prioritize
- Question
- Rank
- Reason
- Relation-
- ships
- Research
- See
- Select
- Separate
- Similar to
- Simplify
- Survey
- Take part in
- Test for
- Theme
- Comparing
- Adapt
- Add to
- Build
- Change
- Choose
- Combine
- Compile
- Construct
- Convert
- Create
- Delete
- Develop
- Devise
- Discover
- Discuss
- Elaborate
- Estimate
- Experiment
- Extend
- Formulate
- Happen
- Hypothesise
- Imagine
- Improve
- Innovate
- Integrate
- Invent
- Make up
- Maximise
- Minimise
- Model
- Modify
- Original
- Original
- Plan
- Predict
- Produce
- Propose
- Reframe
- Revise
- Rewrite
- Simplify
- Solve
- Solve
- Speculate
- Substitute
- Suppose
- Tabulate
- Test
- Theorise
- Think
- Transform
- Visualise
- Agree
- Appraise
- Argue
- Assess
- Award
- Bad
- Choose
- Compare
- Conclude
- Consider
- Convince
- Criteria
- criticise
- Debate
- Decide
- Deduct
- Defend
- Disprove
- Dispute
- Effective
- Estimate
- Evaluate
- Explain
- Give reasons
- Good
- Grade
- How do we
- know?
- Importance
- Infer
- Influence
- Interpret
- Judge
- Justify
- Mark
- Measure
- Opinion
- Perceive
- Persuade
- Prioritise
- Prove
- Rate
- Recommend
- Rule on
- Select
- Support
- Test
- Useful
- Validate
- Value
- Why

Key words:

- Classifying
- Comparing
- Exemplifying
- Explaining
- Infering
- Interpreting
- Paraphrasing
- Summarising
- Collecting
- Examples
- Explanation
- Label
- List
- Outline
- Quiz
- Show and tell
- Summary
- Carrying out
- Executing
- Implementing
- Using
- Demonstration
- Diary
- Illustrations
- Interview
- Journal
- Performance
- Presentation
- Sculpture
- Simulation
- Diary
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey
- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey
- Constructing
- Designing
- Devising
- Inventing
- Making
- Planning
- Producing
- Advertising
- Film
- Media product
- New game
- Painting
- Plan
- Project
- Song
- Story
- Attributing
- Checking
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring
- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Questions:

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did ... happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ... happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

Questions:

- Can you explain what is happening ... what is meant ...?
- How would you classify the type of ...?
- How would you compare ...?contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

Questions:

- How would you use...?
- What examples can you find to ...?
- How would you solve ... using what you have learned ...?
- How would you organise ... to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

Questions:

- What are the parts or features of ...?
- How is ... related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

Questions:

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt ... to create a different ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimise (maximise) ...?
- What way would you design ...?
- Suppose you could ... what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?

Questions:

- Do you agree with the actions/outcomes ...?
- What is your opinion of ...?
- How would you prove/disprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- How would you prioritise ...?
- What judgement would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?

Bloom's Taxonomy: Teacher Planning Kit

