



# Art Policy

Reviewed on: May 2020  
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Signed: \_\_\_\_\_

Name: \_\_\_\_\_

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**“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”**









-Quentin Blake, Children’s Laureate

**“Every child is an artist.”**

— Pablo Picasso

Art and Design stimulates creativity and imagination. It gives pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It provides children with a means of personal expression and a special way of understanding and responding to the world. The appreciation and enjoyment of the visual arts enriches all our lives. As stated by the National Curriculum: “Art, craft and Design embody some of the highest forms of creative study. A high-quality art and design education should engage, challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design”.

### AIMS:

-  To enable pupils to record from first-hand experience and from imagination.
-  To provide children with opportunities to use a range of tools, media and processes.
-  To improve children’s ability to control materials, medium and techniques.
-  To develop their confidence in the use of visual and tactile elements and materials.
-  To increase children’s knowledge, understanding and respect of artists, crafts people and designers.
-  To incorporate art to extend and enrich other curriculum areas.
-  To enable children to experience a broad and balanced range of art activities and show progression within these experiences.
-  To foster children’s understanding, enjoyment and appreciation of art, craft and design.

### ROLE OF THE CURRICULUM CO-ORDINATOR

- Keep up to date with all new information regarding Art and Design.
- Disseminate up to date information to staff, organising training sessions as and when necessary.
- Attend appropriate courses in relation to the Art and Design curriculum and make other staff aware of suitable training.
- Have a clear understanding and knowledge of the subject and implications for teaching and learning.
- Ensure all children have appropriate access to curriculum provision through differentiated exciting activities involving a range of media.
- Liaise with the EYFS Leaders and ensure there is progression and continuity throughout the ‘whole’ school.
- Monitor resources and order appropriate replacements and new equipment.
- Devise an action plan to show future developments and review progress.
- Manage the process for monitoring and evaluation, including a selection from the following:
  - Classroom observation to monitor subject delivery, children’s progress and achievement
  - Work and planning scrutiny
  - Discussions with children including appropriate questions to assess their attainment.
  - Discussions with teaching staff.

## CURRICULUM DRIVERS

These drivers are based on the needs of our children and are embedded into every topic and curriculum area. Teachers make provision for our drivers through planning to ensure they are developed coherently throughout the school.



**Creativity:** Through our Art and Design curriculum children are encouraged to think critically and develop an understanding of how art and design contributes to the culture, creativity and wealth of our nation. Children are taught how to use a variety of equipment, materials and media in order to express themselves creatively.



**Communication:** Children become 'Artists' working individually and collaboratively; experimenting, inventing and creating their own works of art, craft and design. Children communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. They are also taught specific vocabulary to enable them to reason and explain their understanding within art and design.



**Celebrating difference:** Children study a diverse range of art and artists. They respectfully appreciate diversity and express their preferences within Art and Design. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

**Kindness to ourselves and others:** Children showcase their own work and view that of others. They respectfully give feedback to each other using visual language. They express the impact of Art and Design pieces on their emotions and how effectively they have conveyed ideas.

## LONG TERM MEMORY

At Westdale we believe that nothing has been learnt until it is in your long-term memory. We develop children's long-term memory acquisition in Art and Design lessons by enabling pupils to revisit previous skills and build upon their knowledge and understanding through a variety of different teaching techniques. Sticky knowledge is planned for each topic and key elements of this will be revisited to ensure that they build up a useful knowledge base. Key questions are used to lead topics and engage active learning and challenge. Sequences of lessons are planned using progression mapping within and across year groups from EYFS through to year 2 ensuring progression for all. This is all collated onto our topic trails.

## TEACHING AND LEARNING

Children are introduced to engaging topics where they develop their creativity and imagination through a range of activities. They are provided with opportunities to explore different forms of media and to produce a variety of artwork. Sequences of lessons are planned for using progression mapping within and across year groups to ensure that each child develops their skills in drawing, painting, textiles, collage, sculpture/3D and printing. Children take inspiration from and develop a knowledge of a range of artists across the school. Our Art and Design coverage equips children with sticky knowledge, key skills and understanding in this area. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this through a mixture of

whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other pupils. Pupils are encouraged to evaluate their own ideas and methods and the work of others and say what they think and feel about them. We give pupils opportunities to work on their own and collaborate with others, on products in two and three dimensions and on different scales. Pupils also have the opportunity to use a wide range of materials and resources, including IT. Children also develop their ideas and skills through the use of a sketchbook. Key Vocabulary on our progression overview for each year group, helps our children to broaden their subject specific terminology giving them the confidence to articulate their opinions and explain their thinking about art and design. Throughout the school children have the opportunity to display their work. Occasionally this is through having a gallery for their class mates or their parents.

## **RESOURCES**

Resources at school are carefully selected and thoughtfully introduced in order to enrich the children's understanding, knowledge and skills in Art and Design. All classrooms have a range of basic resources, but we keep more specialised equipment in the art and design storeroom. Specialist materials and equipment are ordered as and when required by the class teachers, due to lack of storage space. Visiting artists/ craft people and art projects based around trips are encouraged whenever this will enhance teaching and learning.

## **FOUNDATION STAGE**

At Westdale we liaise with the Foundation Leaders to ensure good provision and smooth progression between year groups. The Foundation stage encourages the development of skills, knowledge and understanding that forms the foundations for Art in Key Stage 1. Early learning in Art and Design will be taught through 'Expressive Art and Design' and it will also be fostered through the 'Characteristics of Effective Learning'. These early experiences include making observations of pieces of art, investigating and using a variety of materials and tools, developing a range of skills to produce a variety of artwork with increasing control.

## **PLANNING AND THE CURRICULUM**

**Intent:** It is our intention that within our Art curriculum the National Curriculum requirements are not only met, but children receive a broad and rich learning experience. Through the Art and Design curriculum we aim to deliver high quality lessons that encourage curiosity, exploration and experimentation. We aim to provide children with the knowledge and skills to enable them to invent and create their own works of art, craft and design. We meet children's needs and interests through exciting, engaging, inspiring, challenging projects across our topics. The Art and Design curriculum is driven by Communication, Creativity, Celebrating Difference and Kindness to Others and Ourselves.

We aim to provide our pupils with a rich and broad cultural capital. Children build upon skills and knowledge gained from foundation stage through to year 2 via termly Art and Design projects. We are careful to ensure that the statutory entitlement is met through careful planning across the year.

We will plan the contents of the Art and Design curriculum and resource accordingly to meet the needs of all children providing pupils with the skills and knowledge to unlock their talent and fulfil their potential.

We aim to enrich the children's learning by offering them authentic, first hand experiences. We make Art and Design learning explicit so the children are aware when they are being artists, using the associated vocabulary and skills.

**Implement:** At Westdale we believe that nothing has been learnt until it is in your long term memory. We provide children with Art and Design lessons that enable pupils to revisit previous skills and build upon their knowledge and understanding. Sticky knowledge is planned for each topic and key elements of this will be revisited to ensure that they build up a useful knowledge base. Key questions are used to lead topics and engage active learning and challenge. Sequences of lessons are planned using progression mapping within and across year groups from EYFS through to year 2 ensuring progression for all. This is all collated onto our topic trails.

**Impact:** The impact of our Art and Design offer is measured through our monitoring cycle. This includes learning walks, pupil voice, planning and book scrutiny, curriculum reviews and end of year assessments. Once reviewed the Art Lead formulates an action plan for improvement, discussed with the curriculum leader.

We assess and track Art and Design against key knowledge and skills in each year group, ensuring children maintain a good knowledge, skills and understanding. In assessment we are looking for children who demonstrate a sound grasp of the key knowledge and skills throughout the year, such as:

- Children can articulate and explain what Art & Design is.
- Children demonstrate a passion and commitment to the subject.
- Children can use visual language - line, shape, pattern, colour, texture, form, to express emotions, interpret observations, convey insights and accentuate their individuality.
- Children can draw confidently and adventurously from observation, memory and imagination.
- Children explore and invent marks, develop and deconstruct ideas and communicate through purposeful drawing in 2D, 3D or digital media.
- Children gain a knowledge and understanding of other artists, craft makers and designers.
- Children develop the ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Children demonstrate independence, initiative and originality which they can use to develop their creativity.
- Children have the ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- Children reflect on, analyse and critically evaluate their own work and that of others.

## **INCLUSION AND EQUAL OPPORTUNITIES**

As an inclusive school we provide suitable learning opportunities to ensure **ALL** children have access to the Art and Design curriculum. Teachers provide learning opportunities that challenge gifted and talented children and match the needs of pupils with special educational needs. If children need adaptations to the curriculum we will make all reasonable adjustments. Support is offered as appropriate, this may be done through:

- setting common tasks that are open-ended and can have a variety of responses;
- using additional adults to support the work of individual pupils or small groups;
- grouping children to enable peer support;
- providing appropriate tools and materials;
- modifying the activity accordingly to ensure work is set at the appropriate level.

## ASSESSMENT AND RECORDING

Children's progression of knowledge, understanding and skills in Art and Design is continuously monitored and assessed through direct observation, discussion, questioning, sketch book evidence and evaluation of finished products. Evidence could be annotated sketches, plans, drawings, photographs, 2D or 3D pieces etc. It could also be individual, group or class projects.

Teachers reflect on the progress made by pupils against the learning objectives for their lessons. At different points during the year we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work for each child.

The subject leader will monitor work and progression throughout school during each term and the results will be fed back to staff.

## CROSS CURRICULAR LEARNING

Art and Design can extend and enrich other curriculum areas. Teachers carefully plan cross curricular links to ensure they are meaningful.

**English:** Art contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about their own and others artwork. They have the opportunity to compare ideas, methods and approaches in their own work, artists, and that of other pupils, and to say what they think and feel about them. As it becomes age appropriate, the children may be encouraged to annotate their sketch books.

**Maths:** Art and Design contributes to the teaching of Mathematics in our school by giving opportunities to develop the pupil's understanding of shape and space through work in two and three dimensions. Careful use of symmetry and measuring also gives our art a cross-curricular link.

**ICT:** We use ICT to support art teaching when appropriate. Pupils may use software to explore shape, colour and pattern in their work. Older pupils may collect visual information to help them develop their ideas by using digital cameras to record their observations. They also may use the internet to find out more about famous artists and designers.

**PSHE:** The teaching of art offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. They collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

**History/R.E:** Children develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

**Science/Geography:** Children observe, investigate and respond to and record the world around them through a growing variety of forms and media.