



# Ireby Church of England Primary School

## Art and Design

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Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher

Date: 2<sup>nd</sup> October 2022

Next review date: October 2024 or sooner if required

School Governance:

Responsibility of the school leadership

## Art and Design

### Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our art policy supports our children's academic, social and spiritual development through studying a rich art curriculum which enables all to flourish. Art is about exploring our creative side. It is about looking at the world and expressing your ideas about it. It brings people joy, brightens our world and often makes us pause and reflect on important issues. At Ireby, we want all children to appreciate and enjoy art. It is not about right or wrong, it is about expression – unique individuals expressing their creativity.

### Our Aim

To build our children's Art and Design skills and knowledge so that they achieve specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being creative, thoughtful citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

### Art and design

#### Our Intent

To think about the importance of art in our daily lives. Our world is saturated with high quality design and striking art. Art is about exploring our creative side, looking at the world and expressing your ideas about it. It brings people joy, brightens our world and often makes us pause and reflect on important issues. At Ireby, we want all children to appreciate and enjoy art. It is not about right or wrong, it is about expression.

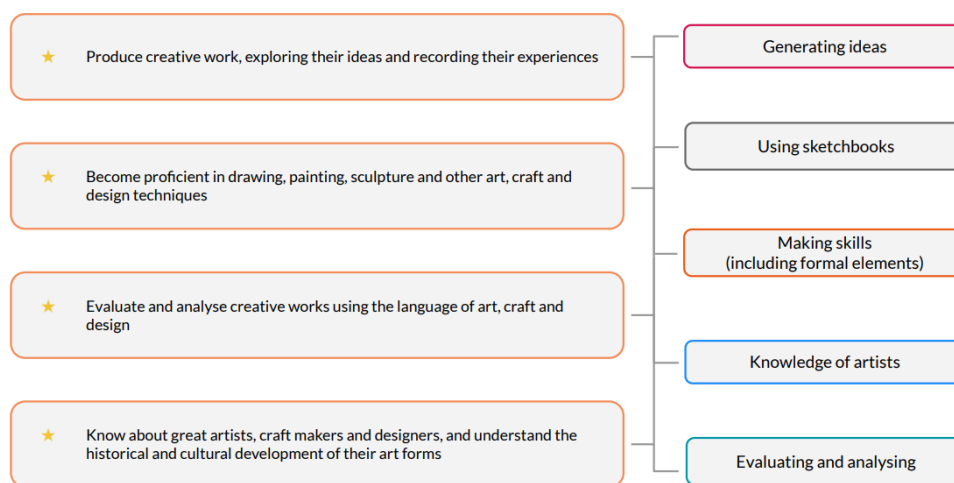
Our curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum has been written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learn about art and artists across cultures and throughout history.

Our art and design curriculum fully meets the national curriculum end of Key Stage attainment targets and also fully covers the National Society of Education in Art and Design progression competencies.

## Our implementation

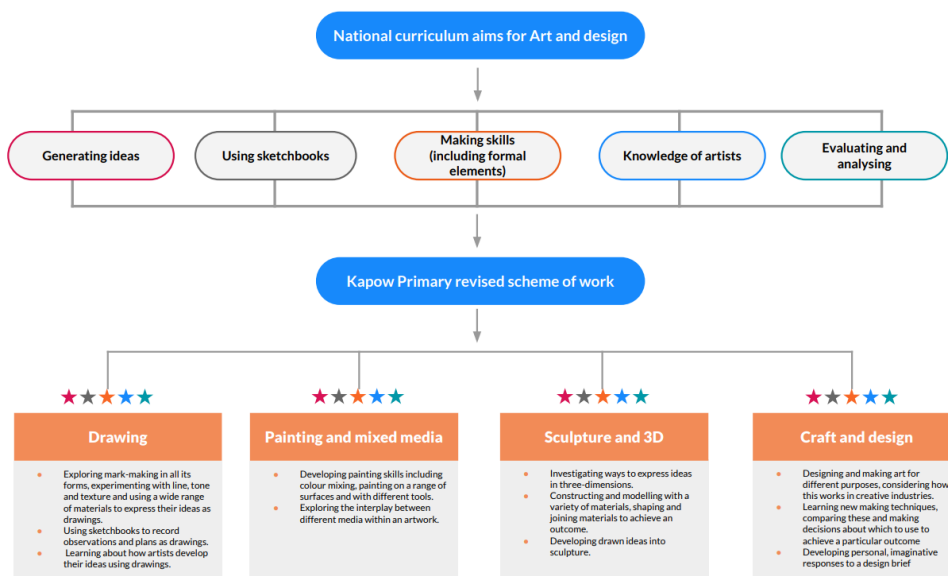
Our art and design curriculum is organised around five strands:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing



Our scheme then has units divided into four core areas:

- Drawing
- Painting and media
- Sculpture and 3D
- Craft and Design

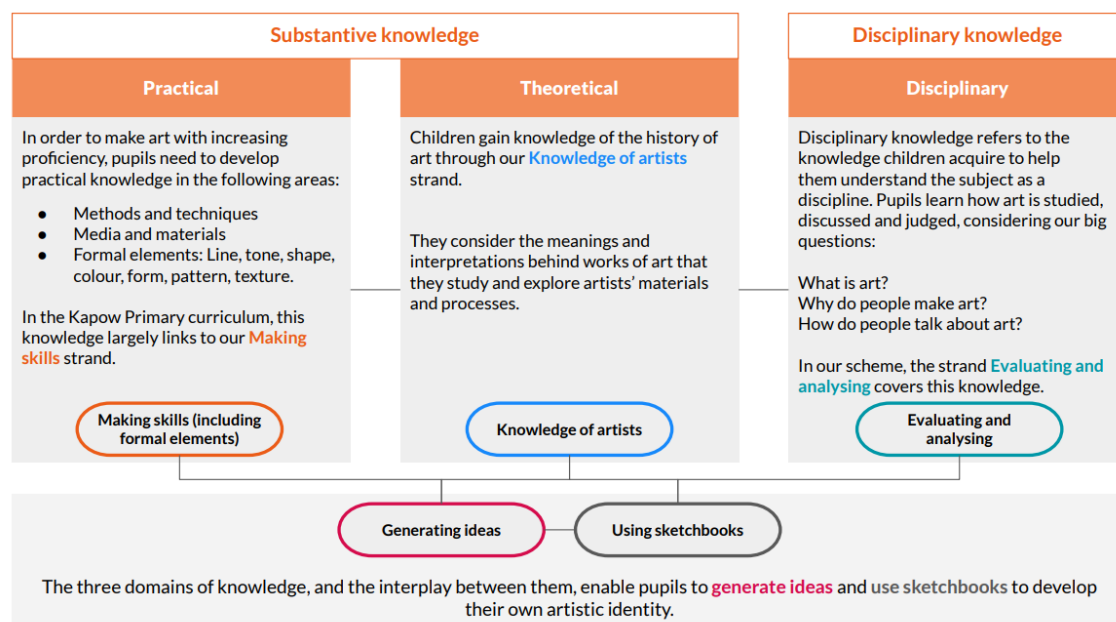


These are then repeated throughout the childrens time in KS1, Lower KS2 and Upper KS2 respectively. This provides us, as teachers, with greater clarity over knowledge and skills progression within the four areas. We are confident that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

Our units are designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way.

We encourage autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses. Units provide flexible options, enabling links to other topics and resulting in more creative outcomes.



Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and

decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document ideas.

At Ireby, we understand that excellent teacher subject knowledge is at the heart of a great curriculum. Our resources are complimented by videos created by subject specialists who help teachers see art techniques modelled by experts and ensure the highest quality and develop teacher subject knowledge across the entire art and design curriculum.

Implementation will be in-line with our [Curriculum intent, implementation and impact policy](#).

## **Impact**

The impact of our art and design curriculum is constantly monitored through both formative and summative assessment. Every lesson we teach has a clear Learning Objective and success criteria against which we assess. We use a variety of teaching strategies such as quizzing, questioning and feedback (see our teaching and learning policy) to inform our assessments.

Throughout our art curriculum, we ensure that children are involved in the evaluation, dialogue and decision-making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making process, children not only know the facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and a growing understanding of how to improve.

After the implementation of our art curriculum, our children leave school equipped with a range of techniques, and the confidence and creativity, to form a strong foundation for their art and design learning at Key Stage 3 and beyond.

The expected impact of our art curriculum is that children will:

- Produce creative work, exploring and recording 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 significant artists and the historical and cultural development of art
- Meet the end of key stage expectations as outlined in the National Curriculum for art and design (see endpoints below)

## **Timetabling and organisation**

EYFS and Key Stage 1 are taught in individual classes, while Key Stage 2 are taught separately as a Year 3/ 4 class and Year 5/ 6 class.

In EYFS, the art and design curriculum is delivered through a weekly 1-hour lesson and enhanced within continuous provision. In Key Stage 1 the art and design curriculum is delivered through a weekly 1-hour lesson and in KS2 there is 3 hours a week dedicated.

Art and Design rotates with Design technology each half-term. This enables us to achieve high quality outcomes.

Art and design is taught by qualified teachers. We invest in equipment and resources, including continued professional development, to support the delivery of our curriculum.

## **End points**

Our Art and Design curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

## **Key Stage 1**

**By the end of Key stage 1, all pupils will be assessed against the following end points:**

- To be able to use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Key Stage 2

**By the end of Key stage 2, all pupils will be assessed against the following end points:**

- Pupils should be able to use to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
- To use create sketch books to record their observations and use them to review and revisit ideas
- To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [including: pencil, charcoal, paint, clay]
- Explain about great artists, architects and designers in history and in other cultures

## Our Curriculum design and Sequence of learning

Art and Design is planned on a two-year rolling programme for key Stage 1, Lower Key Stage 2, and Upper KS2.

## Art and Design Long Term Plan

		Autumn Term		Spring Term		Summer Term	
		ART & DESIGN	DESIGN & TECHNOLOGY	ART & DESIGN	DESIGN & TECHNOLOGY	ART & DESIGN	DESIGN & TECHNOLOGY
CYCLE A	KS1	Painting and mixed media: Colour splash	*New* Structures: Constructing a windmill	Drawing: Make your mark	Textiles: Puppets	Craft and design: Woven wonders	Mechanisms: Wheels and axles
	LKS2	Painting and mixed media: Light and dark	*New* Cooking and nutrition: Eating seasonally	Drawing: Power prints	Textiles: Fastenings	Craft and design: Ancient Egyptian scrolls	Electrical systems: Torches
	UKS2	Drawing: Make my voice heard	*New* Cooking and nutrition: Developing a recipe	Painting and mixed media: Portraits	Mechanical systems: Pop-up book	Craft and design: Photo opportunity	Textiles: Waistcoats
CYCLE B	KS1	Drawing: Tell a story	*New* Cooking and nutrition: Balanced diet	Sculpture and 3D: Paper play	Mechanisms: Making a moving monster	Painting and mixed media: Life in colour	Structures: Baby Bear's chair
	LKS2	Drawing: Growing Artists	*New* Cooking and nutrition: Adapting a recipe	Craft and design: Fabric of nature	Structure: Pavilions	Painting and mixed media: Prehistoric painting	Mechanical systems: Pneumatic toys
	UKS2	Drawing: I need space	Structure: Bridges	Sculpture and 3D: Making memories	Digital world: Navigating the world	Painting and mixed media: Artist study	Electrical systems: Steady hand game

## Our sequence of learning

Units of work are carefully sequenced in order to support our aim to build children's Art and Design skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory.

## **Art and Design in the EYFS**

Our EYFS lessons are a natural precursor to our Year 1 art and design plans. They are designed especially for the Reception classroom and are engaging, hands-on and fun! The lessons lay the foundations to support a child-led approach where children use their artistic skills and creativity within continuous provision.

Having the opportunity to develop key art skills at an early age, fosters an interest, confidence and creative passion in art, giving pupils a growing knowledge base going into KS1.

Our EYFS curriculum focuses on the same key areas and link to Primary and Specific Areas of the EYFS framework 2021 and Development Matters Guidance as detailed on individual lesson plans and on our National curriculum mapping document.

## **Art and Design in KS1**

### **Cycle A**

In Autumn term 1 children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. The Painting and Mixed-Media: Colour Splash unit enhances pupils' understanding of colours and their applications in art. In Spring 1 the children then move onto understanding and using different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music. In Summer 1 children focus on developing their ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña. Skills such as measuring, choosing materials, and resilience in artistic creation are enhanced, catering to children's creative and cognitive development.

### **Cycle B**

In Autumn 1 term children focus on developing their ability to tell a story through drawing. Lessons are centred on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing students' mark-making techniques, observational skills, and imagination in art. In Spring 1 term pupils are introduced to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction. In Summer 1 term



children focus on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.

## **Art and Design in LKS2**

### **Cycle A**

In Summer 1 term children focus on exploring and creating Ancient Egyptian art. The lessons guide pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.

### **Cycle B**

In Autumn 1 term the children are taught the use of shapes, shading, and texture in art to enhance their drawing skills. The unit emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. In Spring 1 term

## **Art and Design in UKS2**

### **Cycle A**

In Autumn 1 term children focus on developing their skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork. In Spring 1 term the children are offered opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition. In Summer 1 term children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.

### **Cycle B**

In Autumn term 1 children focus on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development of pupils' independent artistic skills and their ability to generate, test, and

refine ideas in their sketchbooks, leading to a final piece of artwork. In Spring 1 pupils are taught to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures. In Summer 1 children focus on understanding narratives and descriptive language in art, exploring meanings behind paintings, and developing personal interpretations and abstract art pieces based on selected artists. Lessons explore creative expression, analysis, and evaluation skills in art, catering to upper Key Stage 2 pupils.

### **Monitoring and evaluation of effectiveness of this policy**

The headteacher and Art and Design subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

<b>Activity</b>	<b>Frequency</b>
Lesson observations	Our Art and Design leader will sample lessons during the year
Pupil voice	Samples on Art during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

### **Monitoring and review of this policy**

Senior leaders monitor the school's Art and Design Policy and carry out reviews so that we can take account of new initiatives and research, changes in the DT curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.