

OAKDENE PRIMARY SCHOOL

ART & DESIGN POLICY



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1. Aims and Purpose of Learning Art and Design

At Oakdene Primary School it is our firm belief that to enhance and enrich all children's learning, we are committed to delivering an art curriculum that will not only teach children art skills needed to become independent artists but to provide them with experiences that will broaden their own cultural capital and help them to understand and give meaning to the world around them. Our curriculum not only teaches children the formal elements of art; such as line, tone, texture, form, shape, space and colour, but also supports them in analysing and learning from a variety of artists and craft makers from around the world. Using a mixture of discrete skills-based lessons and cross-curricular topic inspired activities our children are taught Art and Design in a manner that inspires and excites children's interests, as well ensuring progression of skills, and building on previous learning.

In our school we believe in creating an environment which encourages a positive attitude towards the arts. The curriculum will ensure that children receive a variety of art experiences in order to develop both confidence and competence in this area. It is important that children's learning is child centred and allows pupils to participate at their own level and initiate their own learning. The importance of art and design is to be seen throughout school in displays and beautiful artwork shown in each of the school's libraries, which link art to the literary world. The art room is central to the art and design curriculum and should be used throughout the school, including for creative workshops in Key Stage 1 along with topic based and skills based art work in Key Stage 2. A selection of children's work is showcased in the art room, showing both curriculum art and work completed by extracurricular clubs.

2. Art and Design Curriculum

Early Years

In Early Years the Arts are used as an expressive means of children demonstrating their learning across all areas of the Early Years Curriculum. Children are encouraged to be individual in their art and are given opportunities to express themselves using a variety of media throughout their learning. Children are given opportunities to explore with colour and resources to create art work inspired by children's individual interests. A variety of mark making tools are encouraged and available throughout the Early Years to develop the fine and gross motor skills needed to succeed in all aspects of the curriculum.

Key Stage 1

Following our Skills Progression document, Key Stage 1 has adopted a cross-curricular learning challenges approach to teaching Art and Design. All activities are planned for around each half termly topic and are taught alongside other curriculum subjects. Children are taught the main skills

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including drawing, painting, sculpture and collage throughout each year group. This approach allows the younger children to become immersed in their topic-based curriculum, encouraging experimental and exploratory learning. During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, natural and man-made objects and materials with which they are familiar, and the locality in which they live. Through Key Stage One children explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape, space, pattern and texture to represent their own ideas and feelings. Children also focus on the work of artists, craftspeople and designers by asking and answering questions like: 'What is it like?' 'What is it made from?' 'How is it made?' 'What do I think and feel about it?'

Key Stage 2

The Kapow scheme of work is currently being followed by Years 3-6 to ensure a clear progression of skills across Key Stage 2 and building upon the skills learning in EYFS and Key Stage 1. Through Kapow, the children follow four main strands of learning: Making skills, formal elements, knowledge of artists and evaluating. These strands are revisited in every unit. In the 'Art and design skills' unit and 'Formal Elements of Art' unit the children have the opportunity to learn and practise skills discreetly. Their knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a 'spiral curriculum model'. This allows children to revisit and build on their previous learning. Children are also given the opportunity to learn about key artists and art movements through the 'Every Picture Tells a Story' unit in each year group.

At Oakdene, we pride ourselves on our creative curriculum which allows children to make links in their learning. It is therefore pivotal that children are offered opportunities for Art and Design throughout the curriculum and not only in discretely taught Art lessons. Children are continually taught art through topic-based lessons, linking skills and techniques to different time periods, geographical locations, cultures and beliefs. These experiences give children the opportunities to apply skills and techniques they have previously learnt. These opportunities for cross-curricular work enable higher attainment in other curriculum areas, including ICT, the Humanities, Science, Literacy and Numeracy.

All children are issued with their own sketchbook at the start of Year 3 which follows them up until Year 6. Children are encouraged to show their thinking process through their sketchbooks. Sketchbooks in Oakdene are a free space for children to record their ideas, inspiration and a place to practise and refine their skills. Notes and annotations are used for children to show their thinking process and evaluate their own and others art work. Children are encouraged to use their sketchbooks to explore their own thoughts and emotions in response to not only their own artwork, but that of key artists they are

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studying. At Oakdene, we believe that every child is unique and their sketchbooks should reflect this. No two sketchbooks should look the same. Children's sketchbooks are used to develop critical thinking and are then used in the tracking of progress.

Key Artists

Along with the Kapow Scheme of work in Key Stage 2, all year groups from our 2 year old provision, up to Year 6 have a key artist to study. The artists studied across school give the children an opportunity to learn about artists from other cultures and time periods. By observing and learning about art from different cultures and around the world, and by planning art projects where children have the opportunity to explore their own identity and cultural backgrounds, we foster tolerant attitudes and cultural understanding. A typical sequence of learning for studying key artists is as follows:

- **Research and develop ideas:** Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists. Children should have the opportunity to research their life and work and create their own versions, with older children also looking at how their artist inspired other artists.
- **Sketchbook experimenting:** Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up.
- **Explore and develop skills and techniques:** Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
- **Master techniques and develop ideas:** Apply and use technical skills to plan from observation or imagination (in sketch book) and then produce a final piece for display.
- **Evaluating:** Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.

3. Curriculum Leadership and Management

The main role of the Arts subject leader is to take the lead in policy development, the implementation of the National Curriculum and the newly adopted Kapow Scheme of work. The Arts leader will also ensure progression and continuity throughout the school. Progress in the arts should be closely monitored to ensure consistency of approach and the quality of teaching and learning.

The Art leader is also responsible for:

- The purchase and organisations of central and classroom resources, ensuring that class teachers are adequately resourced to teach the skills in their Key Stage.

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- Keeping up-to-date with developments in arts education and disseminating information to colleagues as appropriate.
- To continue to seek and provide opportunities for whole staff training.
- To work closely with the SENCO on special needs provision.
- To strengthen our already excellent provision by identifying learning opportunities in more alternative arts and culture subjects such as digital installations and videography.
- To collaborate with local secondary schools to include the arts in a transition guarantee for all pupils.

4. Assessment

Progress in Art is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills is taking place. Summative assessments are carried out at the end of every half term with evidence gathered through looking at children's work over time as they gain new skills and knowledge, and begin to adapt these to their own independent styles. Teachers will observe how children perform in lessons, monitoring their artistic choices and listening to their analysis and critiques of their own and others art work. Teachers discuss and chat with the children about their pieces to gain understanding of their thought processes and their ability to apply previous learning.

Emphasis is put on children's ability to show individual judgement and self-reflection. Their creativity and independence is seen in them being able to talk confidently about their work and their ability to share it with others.

Progress is clearly shown and monitored through the use of sketchbooks in Key Stage 2 allowing teachers to see the process that children have gone through to achieve a final piece of artwork.

5. Inclusion

In order to achieve their full potential, children have access to the art curriculum according to individual and special educational needs. Whether a child is SEN or Gifted and Talented, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. This is reflected fundamentally in all teachers' planning.

Care is taken to ensure that all children have opportunities to be enriched with positive images and artwork created by people of both sexes and a range of cultures and religions. Children are taught a culturally diverse art curriculum in which all artists are equal and celebrated for their individual talents and styles, regardless of race or gender.

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6. Facilities and resources

We have the luxury of 2 large Halls which lend themselves to the arts for dance, drama, school productions, art exhibitions, visiting arts practitioners and concerts. Resources are very well provided to develop art across the curriculum within Oakdene Primary School. With the provision of outdoor classrooms, practical learning sessions have really had a positive impact on enjoyment, achievement and pupil engagement in all areas of the curriculum.

The school is equipped with a well-stocked Art room that provides multi-media resources for 2D and 3D projects as well as technology resources for the development of construction skills.

The provision of outdoor growing areas in Early Years, Key Stages 1 and 2 enable all children to interweave progressive skills linked to growing and cooking 'life skills' and incorporated them from nursery to Y6 throughout each academic year. We have dedicated a lot of directed time, energy and enthusiasm to make this work and we are constantly evaluating and amending where possible. Parents' involvement in this area of the curriculum is also encouraged through regular open days.

Oakdene has a computing suite which is equipped with 31 Dell computers. It is available to whole class or small groups. There are also Interactive Whiteboards in all classrooms to enhance the learning experience. In addition, we have two sets of class iPads for use when videoing, movie-making, photography and videography projects.

7. Rights Respecting Schools

Article 28 Every child has the right to an education.

Article 29 Every child has the right to an education which develops their personality, respect for others' rights and the environment.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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