



Art and Design Policy 2021-22

This Art and Design Policy is to be read alongside our Curriculum Policy.

Vision

At Urmston Primary School we place children at the heart of all we do, our values leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning.

We believe that it is imperative for children to have the confidence and opportunity to explore, investigate and try new things in a supportive but challenging environment. All pupils are increasingly aware of the new skills that they have an opportunity to develop within art, alongside understanding the need to study and learn from relevant and diverse artists and designers of the past and present. Lessons will always aim to build on cultural capital alongside the guidance of the art skills progression objectives. It is our aim to provide children with a wide range of experiences in a multitude of mediums.

Our curriculum enables this balance. All learning, in every area of our curriculum, provides pupils with context, providing memorable learning experiences, giving learning relevance and ensuring that our pupils are engaged and enthused by their education. This leads to a lifelong love of learning that our children carry with them as they move on to secondary education and beyond.

Aims

- To ensure coverage of all objectives set out in the Primary Art Curriculum
- To ensure our pupils are supported and challenged and nurtured in developing their knowledge, skills and understanding in art.
- To provide a broad and balanced knowledge of art history and the important movements, ideas and artworks from the past and the present day, providing children with a higher cultural capital.
- To provide creative and inspiring topics that our children are engaged in and enthused about through giving learning context and meaning.
- To ensure learning is fun.

- To develop self-confidence in their own artistic skills and abilities.
- To ensure memorable learning experiences that stick with our children.
- To provide opportunities for children to use their imaginations and explore and investigate with a variety of media and tools.
- To improve knowledge of materials by allowing children to experiment freely and by encouraging them to use materials sensibly and safely.
- To offer opportunities for learning to be child-led, giving children the licence to question the world and find out the answers.
- To evoke intrigue and inquisitiveness in our children.
- To learn to work in two and three dimensions using art, craft and design media.
- To enable our children to understand how our values are important in today's societies and cultures and how they might differ depending on belief systems and geographical location. This will be taught through artists, crafts people and designers of the past and present.
- To nurture confidence and independence through encouraging growth mind-set in all areas of the curriculum.
- To ensure staff are aware of pupils' abilities and plan, assess and deliver lessons and programs appropriately.

Planning

Teachers produce long term and shorter term plans which consider the most effective ways of linking learning and giving it context and relevance for our pupils. Topics are planned for at the beginning of the year and although this is obviously subject to ongoing change and development, it enables teachers to ensure coverage and plan engaging learning around national curriculum objectives, whilst weaving the children's learning needs and desires into the wider curriculum program of study. In each year group, Careful consideration has also been made to include a range of current and historic, multi-cultural artists for the children to research, study and be inspired by throughout the units covered.

Throughout key stage 1 and key stage 2, the children will have the opportunity to develop their skills and techniques through the use of a variety of media and materials. These skills and techniques will be built upon and progress over the children's time at Urmston Primary School as indicated on the skills progression document. Cross curricula links are encouraged through the exciting curriculum and evident through the planning.

Early years

Early years planning centres around the EYFS statutory framework and the development matters document, in particular, the 'Expressive arts and design: exploring and using media and materials' and the 'Being imaginative' sections.

KS1

In Key Stage 1, topics are delivered on a two yearly cycle. This ensures coverage and progression within the mixed year classes. Experimentation will be encouraged, however skills and artist context will be guided and supported to a greater degree by the teacher than in KS2.

KS2

As children progress into Key Stage 2, they begin to take more ownership of their learning through more advanced experimentation and investigation with mediums and ideas. Independent research may also be encouraged to a greater degree when looking at specific artists and designers.

Teaching and Learning

Topics will be engaging and exciting for pupils, who will always be given meaning for learning that will be relevant. This will, more often than not, include a 'hook', ensuring that learners always have a point of context. Teachers will deliver lessons and programs of study in line with our Teaching and Learning Policy, catering for all types of learning styles and incorporating all manner of activities; visual, audio, kinaesthetic, investigatory and exploratory – with an appropriate balance between child and teacher-led learning. Teachers' deep knowledge and skilled questioning will support and challenge our pupils in broadening their own knowledge, skill and understanding.

Early Years Foundation Stage:

- Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:
- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

National curriculum objectives Key stage 1:

Pupils should be taught:

- 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.

National curriculum objectives Key stage 2:

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

We have also accounted for the recommendations of the DfE document, 'Teaching a broad and balanced curriculum for educational recovery' and we have made 'strategic decisions about what practical knowledge is core to their curriculum.' The Art section of this document can be found in the appendix.

Beyond the curriculum

To supplement our curriculum, we will incorporate whole school events and awareness days/weeks - some relating to the curriculum and some not - to offer different learning experiences for our children, many of which will involve art and culture. These will be planned for on a yearly or termly basis or perhaps more ad-hoc, depending on the circumstances. Such events may include British Values Week, Diversity Week, Children's Mental Health Week, Diwali, Eid al-Fitr, Art and DT days among others.

Extra curricula clubs are offered and provided when available.

Recording

Pupils' learning will be recorded in a number of ways:

- Seesaw is used to document photographic evidence.
- In Early Years, artwork is produced using paper predominantly and showcased on displays in the classroom and around the school. Experimental artwork will be added to Topic books or folders if appropriate.
- Children, at the beginning of KS1, will be given sketchbooks to complete a range of pieces including experimental artwork or art history themes. Children will predominantly work over a two-page spread, which will include background / contextual information on the art period / artist used for inspiration, experimental

studies in a range of mediums, small tests based on taught skills and annotations, evaluations and thoughts. Children may or may not produce a completed final product, depending on the topic being taught.

- These sketchbooks follow the children as they progress through the school and allow for a clear continuation of skills to be observed.
- Generally, paper will be used for larger pieces which are displayed around the classroom / school.

Progression, Support and Challenge

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate models and activities to engage all learners and ensure progression year on year (following our knowledge and skills progressions in Art and Design), with work set appropriate to the needs of the children. This is particularly the case for our SEND and vulnerable pupils as well as stretching those children who excel and are particularly able, gifted or talented. Our able, gifted or talented children will be signposted to appropriate opportunities that will stretch their knowledge and understanding outside of school when available – this may include after school or holiday clubs.

Monitoring impact: assessment and ‘end points’

Children’s skills will be assessed in Art using the same procedures as the rest of the ‘foundation’ curriculum and this is set out in the curriculum policy. However, there will also be plenty of opportunities built into lessons to enable teachers to make judgements on pupils’ attainment against the knowledge and skills progressions. Furthermore, as mentioned in the Curriculum Policy, the Art subject lead will use whole school monitoring procedures, including work reviews, pupil discussions and learning walks, to gauge the impact of our curriculum and pupils’ knowledge, skill and enjoyment and engagement in Art.

Celebrations of success and display

It is important that children’s success in Art is acknowledged and celebrated appropriately. This will be done through displays in classrooms and around school, photographs on Seesaw and the class blog. We also hold an annual Open Day during which family members can celebrate the achievement of their child.

This policy is intrinsically linked to the following policies among others:

- Curriculum
- Teaching and Learning
- Behaviour
- Other subject policies

Policy written: June 2021

To be reviewed: September 2022

Appendix: (Taken from, 'Teaching a broad and balanced curriculum for educational recovery')

Art & Design

Curriculum planning should identify and emphasise core knowledge at each phase. This includes, for example, ways of making art as well as its historical and cultural development. Schools should make strategic decisions about what practical knowledge is core to their curriculum.

At key stage 1:

- pupils' skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.

At key stages 2 and 3:

- leaders should prioritise securing depth and mastery of pupils' practical knowledge, such as different artistic methods, techniques, media and materials. Securing this knowledge allows pupils to communicate, record and create
- it remains important that pupils have significant time for deliberate practice, reencountering the core knowledge in different contexts and with growing complexity to develop mastery (for example, drawing with pencil, ink and wire)
- the emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively and drawing unconventionally
- focusing pupils' attention on the multiple forms in which art exists will help to secure their knowledge of the subject's breadth and diversity. Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative final outcome.