



Walmsley C.E. School

'Growing as a family to flourish in God's Love.'



Walmsley C of E Primary School

Art and Design Curriculum Statement

Date of Issue: September '24

Next Review Date:

September '27



Curriculum Statement Cover Note

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| Title of the Policy | Curriculum Statement |
| Summary/Reason for bringing to Governing Board for Approval | |
| Statutory Requirement | Yes/No |
| Decisions to be made / recommendation on options | |
| Name of the author | Nicola Liston |
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| Policy/Procedure to be published on the school website | Yes/No |
| Amendments/Updates | |

Vision

Growing as a family to flourish in God's love.

Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, show compassion and be resilient.



Resilience Trust Aspiration Hope Respect Love

Statement of Intent

“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

At Walmsley Primary School, we believe that every child should be provided with the opportunity to be creative, investigative and inventive whilst developing a variety of skills using a broad range of media and equipment. We want to engage, inspire and challenge all children with exciting and meaningful Art lessons. We want children to be able to revisit and extend their skill with a variety of techniques and media and show progression of this from Early Years through to Year 6.



Our policy is underpinned by the Mission Statement of Walmsley CE Primary School.

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art. It sets out a framework within which all staff can operate and gives guidance on planning, teaching and assessment. This document is intended for all staff with classroom responsibilities, School Governors, parents, inspection teams, LEA advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the School Office.

Why do we teach Art and Design at Walmsley CE Primary School?

At Walmsley CE Primary School, we are dedicated to the education of the whole child, and the development of art and craft skills will enable the achievement of personal fulfilment and the satisfaction of the child. Success increases self-esteem and gives pleasure in this subject. Most children enjoy using the skills associated with craft and art.

Art and Design stimulates creativity and imagination. It provides visual tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings. Children are introduced to traditional and contemporary artists and craftspeople, and where appropriate making links to the artwork produced in other cultures.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures, making links with artists and art movements. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.



What are our aims in teaching Art and Design?

Art is a foundation subject within the National Curriculum. Throughout the teaching of Art we aim to:

- 1) Provide our pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
- 2) Encourage the development of imagination, original thought and personal expression
- 3) Enable children to become visually literate by understanding Art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts.
Develop pupils' aesthetic awareness and enable them to make informed critical responses about their work and that of others.
- 4) Encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures.
- 5) Help children develop socially through collaborative working.
- 6) Provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background or ability.

How is Art and Design taught?

The above aims are consistent with our School's philosophy and take account of the National Curriculum, which comprises Programmes of Study, the Attainment Targets and End of Key Stage Level Descriptions.

Art work will be planned as part of the creative curriculum with a strong emphasis on cross curricular themes and skills development. A list of key skills has been given to each year group so the children can build and develop their skills and techniques over their time at Walmsley.

We are prioritising the Art as a stand-alone subject, alongside the integration with other subjects and the development of cross-curricular themes, dimensions and skills.

Pupils are taught through a balance of different teaching methods. They will be given opportunities to learn through real experiences; teacher prepared materials, practical tasks for pupils, educational visits, art packs and other resources (e.g. television programmes information technology and homework).

They will also be given opportunity to evaluate and respond to art, craft and design.

All pupils will be given opportunity to develop their IT skills using various graphics software.

All pupils will be encouraged to express their own creativity and ideas through their work in response to artists, craftspeople and culture.



Planning the Art and Design Curriculum

Planning is the responsibility of the class teacher with help available from the Art Coordinator. Art projects will be linked to topics covered as part of our Creative Curriculum.

Planning is used to:

- Set clear achievable goals
- Ensure work is matched to pupils' abilities, experiences and interests
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation of teaching and learning

As the class teacher plans the teaching of Art, they should consider how the curriculum will be differentiated. Consideration should be given to:

- 1) Pupil groupings, e.g. ability or mixed ability group(s), paired or individual activities
- 2) Resources e.g. different equipment for different levels of ability
- 3) Pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the different levels of ability
- 4) Possibility of developing other opportunities e.g. extra-curricular activities, club links and interest groups, for the development of excellence

Differentiation by task is achieved when pupils, are given a range of different but related tasks according to their levels of ability.

Differentiation by tool is achieved when pupils are given a different range of appropriate tools for the same activities.

Differentiation by outcome is achieved by setting tasks that are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

The Art Co-ordinator, who will also provide support, where necessary, will monitor teachers written curriculum plans.



The Role of the Art and Design Co-ordinator

The Art Co-ordinator is responsible for the development and monitoring of the Art Curriculum. They are responsible for updating the Scheme of Work, School's Policy, and Subject Development Plan for the School Development Plan.

They assist staff by leading staff meetings, planning and leading in-service training activities, providing consultancy and advice, supporting staff in the classroom, specifying and ordering resources, co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating they analyse pupils' access to the subject, review teacher's plans and observe classroom practice.

Equal Opportunities

All children have the same access to Art activities regardless of their race, gender or cultural background.

Although some Art and Craft activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes; thereby depriving pupils of an opportunity to enjoy a variety of activities. Throughout the whole school **all** pupils will be given opportunities to develop **all** the Art and Craft skills.

All pupils will also study art from non-western cultures and themes will be considered to meet all pupils' interests.

Special Educational Needs

Staff should see the section on inclusion in the National Curriculum.

Whenever practical, provision will be made for pupils with special educational needs, where it affects their ability to take part in Art and Craft Lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the class teacher to ensure that any equipment



needed for a lesson is available to such children. If teachers require any special art equipment other than large and small paintbrushes and left handed scissors they must bring this to the attention of the Art Co-ordinator and the Special Needs Co-ordinator.

It is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their fine motor skills and helps to change feelings of disaffection, underachievement and low self-esteem. At times it may be appropriate to have the support of a classroom assistant to help with the management of a particular child during Art and Craft. If this is the case it is preferable to have the assistant working with a group of pupils which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

Pupils of low ability "will need constant reassurance and patience to help improve their confidence.

Time Allocation

Art will be taught every other half term. Autumn 1, Spring 1 and Summer 1. The weekly time allocated for Art is not specified in the National Curriculum, it is at the teacher's discretion. Dependent on the activity or material being used, teachers may wish to extend or reduce the suggested hourly lesson each week.

Classroom Organisation and Teaching Style

Within classes pupils are taught as a class, within group and individually according to the learning task. A variety of appropriate teaching styles are employed for each lesson. Teaching assistants will be used whenever possible to support the children.

From Year 1 pupils will have an A3 sketchbook in which work will be recorded, showing experimentation with materials and equipment, clear links to any artists that have been studied and their progression over time. Work may also be recorded in the form of photographs and samples of a range of work will be kept some stored in files on network.

The bulk of the equipment is kept in the main stockroom in labelled trays and boxes. The class teacher should check them after use, before being returned. Children should not be allowed to return equipment to



the stockroom. The Art Co-ordinator is responsible for the maintenance and review of these resources.

Some painting equipment is kept in both the Infant and Junior resource areas for convenience.