



## Shiplake C.E. Primary School

### ART & DESIGN POLICY

#### Intent

At Shiplake Primary, our intention is to provide an Art Curriculum which allows children to explore their imagination, generate ideas, acquire skills and knowledge, apply judgments and evaluate work completed.

We take inspiration from our class artist, learning more about them and their style, which we then apply to our own work. We plan and teach sequenced art lessons based on skills, using a range of media and give the children opportunities to apply the skills learned in other areas of the curriculum, making the lessons relevant and meaningful. We aim for our children to be able to develop ideas, master techniques and to take inspiration from the greats.

Throughout the curriculum, children will be given opportunities to develop knowledge and understanding of skills. To learn about materials and techniques used by artists. To learn about the world of art, craft and design. To recognise achievement of artists, designers and craftspeople, from many different times and cultures.

We plan to enhance our Art curriculum by providing our children with the opportunity to display their artwork in our school gallery, where we can admire the children's work and see the progression across the year groups.

The National Curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### Aims

Shiplake C.E. Primary should ensure that all children:

- Have access to a broad, balanced, and enriching curriculum.



- Enjoy being creative and are actively involved in art & design lessons whatever their attainment level.
- Explore a broad range of media and materials.
- Be able to identify the key elements of art.
- Be able to use key art terminology to describe their intentions and the work of others
- Produce creative work and explore ideas
- Can demonstrate progression in their work by showing the development of ideas
- Can show progression by being confident to annotate their ideas and amend those ideas within a wide range of art units.
- Evaluate and analyse their own work and the work of others using the language of art
- Develop skills and proficiency in drawing, painting, sculpture, mixed media and a wide range of craft and design.
- Have opportunities to learn about different types and styles of art from different times and cultures.
- Be exposed to a wide variety of artists and designers and understand a little of the impact these works had on the world at the time they worked by making connections to the history of the time.
- Are given equal access to the experience of art & design regardless of gender, race, disability, social emotional/behavioural issues, or finances.

### **Entitlement:**

### **Foundation Stage:**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. By the end of the Reception year each child is assessed against the Early Learning Goal for Expressive Arts and Design and their achievements are shown as 'meeting the level of development' (expected), 'exceeding expected levels', or 'not yet reaching expected levels' (emerging).



## **KS1**

Pupils should be taught:

- To explore freely and experiment freely with materials
- To use media and materials creatively to design and make art in its many forms
- To use drawing, painting, and sculpture to share their ideas and imagination and experiences in life so far.
- How to develop increased control when using tools
- A wide variety of artistic techniques using a broad range of media e.g. paint, clay, card, pencil, oil pastel by exploring line, tone, colour, texture, shape, form, and space.
- About artists, designers and crafts people from history including modern history. To see simple similarities and difference in their work. To be aware of the link between the work they are involved in and the work of the artists they have be exposed to.

## **KS2**

Children should be taught to explore art using increased control over creative tools and media – this will include practise of key skills. Pupils should be taught with a view to developing an increased understanding of materials and techniques. Pupils should become more aware of the wider variety of artists and their work, with understanding of their process and deeper connections and links to their own work. Children should be able to annotate their work using a wider art vocabulary as they progress through the school.

**Pupils should be taught:**

- To produce their ideas and thoughts in a sketchbook. They should be able to record their observations and make notes on their intentions and observations.
- To develop their work and improve their mastery of skills and techniques in their artistic journey through painting, drawing, mixed media and sculpture as well as craft, using a wider variety of materials: different paint types, oils pastels, charcoal, range (grades) of pencils, cards, papers, clay etc.
- About great artists from a wide range of eras, backgrounds, geographical locations, cultures etc. who use a wider range of mediums – this should include architects.



## Objectives

In their work, children should:

- Be able to create 2D and 3D creative work showing development of that work.
- Produce work confidently in a variety of sizes and scale.
- Produce creative work in a wide variety of media and materials with increased confidence.
- Use an art vocabulary with increasing confidence
- Be able to select media and materials with a clear understanding of their unique properties and be able to justify their choices when questioned.
- Understand and apply the basic principals in art & design of line, tone, contrast, colour, texture, pattern, composition, proportion and perspective.
- Produce creative work, with an increased understanding of the artistic process and record their response in sketchbooks and art folders.
- Be able to amend, alter or modify their work and justify those modifications to others.
- Evaluate and discuss their work or their peers work, against set success criteria.
- Be comfortable to recognise their successes and areas for development within each unit.
- Be free to express their ideas and responses to the unit within their work.
- Recognise the difference between artists work with increased confidence
- Recognise that art has many forms and is open to all
- Be aware that not all art & design is appreciated by all people
- Appreciate that there is a wide range of ability within the classes and appreciate that the range of ability might vary depending on the medium used in that unit.
- Be able to express themselves with increased confidence through art, design, and craft.
- Have time to reflect on their work in their evaluation.

## Coverage of Skills

Children will learn different skills in our Art programme - learning to develop ideas, master techniques (drawing, painting, collage, sculpture, print, textiles and digital media) and taking inspiration from the greats.



## Teaching and Learning Strategies

Art is an activity that is teacher lead. The teacher is actively involved in setting the task and chunking that task into manageable milestones. Their role is to impart information, to lead the task set, to encourage children to develop their skills, to question and engage children during the activity, to ensure the safety of each child using equipment and to ensure all children reach an appropriate standard or benchmark. Art is taught in every year group, once per week in at least three terms of each year. Teachers plan lessons for their class using our progression of knowledge and skills document. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

### Teachers will:

- Ensure that all children will be exposed to art stimulus/starting point through appropriate media e.g. PowerPoints, videos, books, artefacts, resources etc.
- Give children time and opportunity to explore and consider the work of others through visual stimulus and through teacher questioning.
- Ensure links are made with the wider curriculum when possible but topic balance is assured.
- Ensure that children that have above class average ability are challenged further through appropriate extension work or through opportunities to access more complex media, materials, or scale.
- Ensure that children can make their own investigations of art/artists using computers when applicable.
- Use modern methods of recording outcomes and group work e.g. creative use of school iPads in the classroom e.g. capturing form, recording observations, creating compositions etc.
- Encourage children's development of ICT in the classroom during appropriate art lessons.
- Use iPads within and out with the classroom to record proportions of the human form and portraits, each year ensuring year groups are working with their own faces/bodies using school equipment e.g. iPad/camera.
- Record children's work using their sketchbooks. These can be used for evaluation work or for reflection or for recording work for end of year assessment.
- Use these recordings of children's work to develop a greater understanding of children's assessment levels in art & design.



- Ensure that Health and safety issues are addressed in the planning and delivery of the art curriculum. Teachers should also communicate any health and safety risks when working with T.As, and H.T.As in the classroom to highlight any areas of increased risk.
- Ensure that the art curriculum is accessible for all and ensure access is equal and fully inclusive to children with disabilities or any access issues. This could be through altering media, scale, materials or even outcome.
- Children work individually, in groups and pairs where applicable. Children can offer feedback during questioning sessions. Teachers should encourage participation (depending also on the relevant level) some examples could be creative use of white boards or simple use of lolly sticks to ensure wider coverage.

## **Sketchbooks**

Each child has an art sketchbook which serves as a cumulative record of their work.

### **Sketchbooks should now contain:**

- Any key starting point of the Unit of work
- A record of work – initial sketches or ideas and any preparatory studies
- Sketches, drawings, paintings etc.
- The development of ideas
- Notes of intentions where applicable
- Trials, samples, or amendments
- Any reference material used e.g. photos, research etc.
- Any reference work ICT prints or manipulations
- Their developing ideas.
- Children's evaluations of their final sketches.

## **Assessment and Recording**

Assessments take place at the end of each topic, with the use of Knowledge Organisers to allow class teachers to use this information to inform future lessons ensuring children are supported and challenged appropriately. By the end of Key Stage 2, we aim for our pupils to feel confident to apply their knowledge, skills and



understanding to their work. By the end of each topic, each child should be able generate ideas, create, evaluate and secured the skills and knowledge required.

### **Role of the Subject Leader**

- To produce the Art Policy Document and key stage plans that meet with National Curriculum guidelines.
- To update, alter and monitor those plans as required.
- To produce the curriculum plan for art, annually
- To provide advice and support to teachers working on the plan in terms of training when required, support with understanding of materials and with assessment when required.
- To order specialist equipment for art and advise on general art supplies.
- Monitor teaching and learning.
- To select and display a range of artwork within the new designated Shiplake Gallery on a rolling basis.
- To ensure all class teachers are aware of their responsibilities regarding health & safety.

### **Role of the class teacher**

- Class teacher is responsible for assessment and resourcing of materials for their art classes, assistance will be given if unit requires complex resource.
- Class teacher is responsible for displaying artwork in class or given to subject leader to display for the art gallery.
- To ensure all equipment used in their class is subject to any necessary safety checks and that all art, craft, and design activities are taught within a healthy and safe environment. That anything of concern regarding Health & Safety is reported in the first instance to the Headteacher.

### **Art Gallery**

There are regular art displays within each class or outside their classroom area. The Art Gallery area aims to showcase the work of each year groups skills and designs. The gallery area is also used to inform children about artists, crafts people, and designers from a historical period to those working today. The gallery will also contain



pupil's voices of each year group of what they have learnt and their evaluation of their final piece.

### **Cross-curricular learning**

Units of work have been planned with cross curricular learning in mind. There are strong links made in: English, Science, PHSE and History. These inclusions seek not to detract from their experience of Art but to enhance wider understanding of topic areas, English and areas within the PHSE curriculum.

### **Attainment**

- At the end of each unit of work the children are expected to know and apply skills, understanding and processes specific to the unit of work. Each child should be evaluating their final sketches at the end of the topic.
- The Art & Design area of Shiplake C.E Primary Development Plan is reviewed with the Headteacher and recommendations are recorded, with a timeframe as part of the ongoing development of the school.
- The Art Subject Leader delivers training as required to class teachers and disseminates materials to as part of ongoing work.
- The Art Subject Leader regularly monitors changes in the art curriculum.

Date of Policy review: November 2021

Date of next review: November 2024