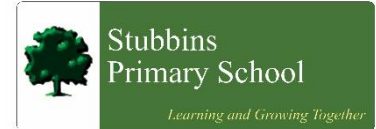


Stubbins Primary School

Policy for Art and Design



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

Intent

At Stubbins Primary School, we believe that teaching and learning in art and design is important because it stimulates creativity, imagination and inventiveness. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, and express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. It fires their imagination and is a fundamental means of personal expression. Our Art and design scheme of work fully supports pupils to meet the national curriculum end of key stage attainment targets

We aim to:

- help children develop an understanding and enjoyment of art and design;
- give children the ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;
- develop children's ideas and skills through the use of their sketchbooks;
- use a range of tools, media and processes;
- instil an understanding and respect of the work of artists, crafts people and designers and apply this knowledge in pupils' own work;
- provide a broad and balanced range of art activities and show progression within these experiences;
- give children to opportunity to study historical, cultural and religious art; and
- use art to extend and enrich other curriculum areas.

At our school, art and design offers opportunities for children to:

- develop their drawing techniques such as shading, perspective and drawing from different viewpoints;
- acquire and enhance certain skills and features, and gather information for use on a larger piece of work;
- record details about the item being drawn or sketched for future reference;
- develop a sense of enjoyment and pride in their ability to create;
- nurture creativity and imagination through designing and making; and
- develop an interest and understanding of the ways in which people from the past and present have used and combined materials to create art in its many forms.

Implementation

At Stubbins, we follow the Kapow Art scheme of work and our school's curriculum mapping for art. Our art and design curriculum is designed with four strands that run throughout.

These are:

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

Art and design is taught each term (three half terms a year), for approximately one and half hours each week. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of art. Creative risk taking 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. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance ensures that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Wherever possible children will be given opportunities to visit local places of interest, museums and meet or work with local artists. All children will have their own sketchbook in which to work both in and out of the classroom. These should be personal to each individual child so that they can feel a sense of pride when working in their sketchbooks and take ownership of them.

EYFS

In the Early Years Foundation Stage art and design is taught through the area of 'Expressive art and design' and we provide opportunities for children to:

- develop a curiosity and interest in the designed world through investigating, talking and asking questions about familiar objects;
- develop confidence and enthusiasm through frequent exploration of media to create and develop objects;
- construct with a purpose in mind, using a variety of resources, exploring colour, manipulating materials to achieve a planned effect; and
- extend their vocabulary through talking and explaining about their designing and creating activities.

KS1

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create and use sketchbooks to record observations, to complete artist research, to complete designs and to review and revisit ideas.
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about historical and contemporary artists, architects and designers and how their work relates to and is influenced by society.

Resources

- All staff have access to the Kapow scheme of work online and links to each unit of work is available on the art and design curriculum map.
- The art and design subject leader will order art resources towards the end of each term for specific topics and units of work. A request for alternative or additional resources can be made at this time.
- The resources are stored in the back store cupboard (in the hall) and should be returned after use. This store cupboard should remain organised at all times.
- Each classroom has their own stock of basic art equipment (such as paintbrushes, paint palettes and paint).
- Sketchbooks will be ordered by the subject leader when needed. Children should use one sketchbook throughout EYFS and KS1, one through LKS2 and one through UKS2.
- Tools and equipment such as glue guns, batik pots, printing equipment and sewing resources are safety checked annually and replaced when required.

Impact

Kapow Primary's art and design curriculum is designed in such a way 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 processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Pupils will leave primary 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. Children will:

- Produce creative work, exploring and recording their 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 great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

Assessment

Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our art and design curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve. Children in Key Stages 1 and 2 will keep sketches, photographs and evaluations in their sketchbooks. These can be used for assessment purposes and for monitoring progression. The subject leader will monitor whole school progress and attainment in art and design, following the school monitoring timetable.

Inclusion

Teachers set high expectations for all pupils in art and design. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study art and design, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in art and design. Talented or more able children will be challenged through more demanding tasks such as more open-ended design briefs, exploring and combining a range of materials in their work and carrying out independent research.

Intervention in art and design will take the form of small group work, led by the teacher or teaching assistant. This would usually take place within the art lesson itself and will allow the child to be directly led by the adult. A wide range of cultural images and contexts will be used in art and design, and we will use these opportunities to challenge stereotypes. For all children to produce their best, teachers will adapt lessons to suit the needs of learners by:

- changing the demands of a task;
- limiting choices;
- providing greater teacher intervention, small group work and teaching assistant support;
- ensuring manipulative skills needed are manageable;
- selecting appropriate tools and equipment;
- accessing knowledge organisers.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEND policy

Signed: <i>C Rawcliffe</i>	Signed: Pending governor approval
Subject Leader's name: C Rawcliffe	Governor link name: Keir Dawson
Date: May 2023	Proposed Review date: May 2026

