



Whittingham C of E Primary School Policy for Art and Design Spring Term 2022.

This policy was written and ratified during Spring Term 2022 and will be reviewed 2025 in line with our policy cycle review.

Our School Vision and Values

The children know these as the 3R's and underpin all that we do and account for much of the choice of our curriculum plans across the school:

‘Hand in hand together we will become resilient, respectful and responsible citizens of our community and the wider world.’

School Aims:

- To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

Aims of the Science curriculum at Whittingham C of E Primary School

Intent

At Whittingham C of E Primary School we intend for every child to have a varied range of high quality art experiences using high quality resources during well planned lessons. We want all children to foster a love and appreciation of the Art and Design across all its forms. Art and Design equips children with the skills, concepts and knowledge necessary for the to express their responses to ideas, feelings and experiences in a visual and tactile form. We intend to develop the children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning. We encourage all children to develop skills in drawing, painting, sculpture and craft and design using a variety of different materials, enabling them to become independent learners. We also appreciate that Art and Design is a highly social subject and children develop key social skills through collaborative working. Children understand that the process that has been taken to create is just as important as the final product.

The national curriculum for Art and Design:

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Whittingham Church of England Primary School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of Art and Design. In the Foundation Stage (Nursery and Reception) the curriculum is guided by the Early Years Framework which lead directly into the National Curriculum.

Implementation

The skills and knowledge that children develop each year and through each cycle of planning is carefully mapped out throughout school. This ensures not only a progression of skills but a consolidation of them year on year as the ability of the children develops.

All children are given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art and learn about key artists, craft makers or designers which relate to their skill or topic.

Children have regular opportunities throughout the year to enter their work into competitions. These competitions create a sense of purpose and pride between the children. They thoroughly enjoy planning and creating artwork which is then hung in an art gallery type setting including art galleries themselves and local country show tents. This helps children to gain a sense of pride and achievement in their own artwork and pleasure in sharing it with a wider audience. Children visit these and more visit more formal art galleries to observe, discuss and reflect upon the work of artists. Children are also taught and encouraged to use new vocabulary as well as expressing their feelings and ideas in a non-verbal way.

Planning

Planning is undertaken at three levels:

Long term planning is based on the two-yearly teaching programmes set out in the National Curriculum.

Short term planning is carried out termly by each class teacher from the long-term planning overview.

Cross Curricular Links

At Whittingham C of E Primary School we understand that learning Art and Design in a cross curricular way, during other lessons is important however we also ensure that isolated skills

are not forgotten. When children are introduced to a new skill, such as sketching, the pencil techniques are concentrated on initially, before the end product to ensure that the children have a good foundation knowledge of the skill.

Art and Design can also be linked to subjects across the curriculum, as outlined here:

English

lessons children respond to the work of illustrators and sometimes become the illustrators themselves after hearing an extract of text.

Maths

children are given the opportunity to explore shape, space, pattern, and work in two and three dimensions.

Computing

offers the children the opportunity to work in a completely new medium and experiment with photography and computer art.

History

children create their own images in response to The Great Fire of London, World War Two and the Anglo-Saxons, amongst other historical topics. These topics are also the perfect opportunity to develop ceramic work and jewellery making.

PSHE

Art offers many opportunities for children to explore their own feelings and ideas and express themselves freely. During art lessons children can create without it being right or wrong and have the opportunity to produce work in a safe, supportive environment where all skill levels and outcomes are celebrated.

Organisation

Art and Design in the nursery and reception classes (Expressive arts and design) is planned and delivered as a cross-curricular topic in line with the early years framework. In KS1 and KS2, Art and Design is mainly planned and taught in accordance with the National Curriculum, making links to topic themes where appropriate. Part of each National Curriculum unit is taught on a termly basis, progressing each term. This ensures our children have a secure understanding of each unit by the end of each academic year.

We recognise that differentiation involves adjusting teaching to meet the learning needs of individual children. Differentiation should be taken into account when planning work, it is not possible to match every task to the ability of every child but there are certain strategies that can be adopted to ensure that most children are working at the right level.

Differentiation Techniques

- differentiation by outcome.
- differentiation by task.
- differentiation by teacher input.

Strategies to assist differentiation

- groupings by ability, setting targets at different levels.

- mixed ability group, peer support.
- incorporating stretch and challenge into activities.
- promotion of independence enabling smaller guided groups.
- adaptation of resources.
- use of visual aid, prompts, language mats etc.
- Setting tasks that are open ended.
- Setting tasks which can have a variety of results.
- Using additional adults to support the work of individual children or small groups.

Use of sketch books

Sketchbooks are used by children from year 1-6. Children in year one are taught how a sketchbook is used and kept. They are taught about various artists who kept sketchbooks as a record of their work. Sketchbooks are used as a personal record and show each child's unique learning journey through the subject. Children regularly look back on the work achieved throughout the year and reflect on their learning. Teachers also use the sketchbooks to see how a child has mastered a skill or interpreted a brief.

Display

We recognise the important role display has in informing, stimulating, motivating, and celebrating the work of our pupils. Displays have an important role in helping to introduce new concepts or consolidate previously visited ones. Displays should include Vocabulary, taken from the vocabulary grids for each topic. This is the vocabulary which should be used by staff and taught to children. Vocabulary will also be sent out to parents on the half termly topic letters.

Impact

At Whittingham we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. The impact of our curriculum will be progress made by all children across school, regardless of their starting point. Whittingham C of E Primary School Pupils will develop a love of Art and Design. They will have the confidence to experiment with a range of materials, offer suggestions to peers and critique famous works of art. The work of our pupils is celebrated, and they will feel proud of their achievements. Most importantly, our children will see themselves as artists.

Reporting

At the end of KS1 and KS2 each pupil's level of attainment and effort is recorded on their annual report. EYFS includes a summary of their child's progress in science over the year. A copy of the child's annual report is given to the parent or carer. The judgements made will be a result of discussions with pupils, observations and work in their sketch books.

Resources

Teachers keep all resources for their class in their classroom in a neat and tidy fashion. Resources are regularly checked to ensure that they are of a high quality. Children have a responsibility to look after their resources correctly and are taught to do this in the Early Years. When appropriate the children will clean and put away resources neatly when the lesson is complete.

Health and safety

Children are taught to use items of protective clothing such as aprons, overalls and gloves. and are encouraged to maintain a safe, neat and tidy working area. Teachers and pupils should be aware of potentially dangerous tools, where these are stored and who has access to them. Pupils are always supervised, and care is taken when sawing, filing, carving, spraying, and handling hot wax and clay.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in art and design. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. Art must be taught with regards to the abilities of the pupil to ensure the maximum amount of learning and progress takes place.

Teachers ensure that pupils do not see areas of Art as more appropriate for boys or for girls but that the subject is for everyone to access and engage with, regardless of gender.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary, teachers will, in consultation with the SENco, draw up an individual plan for the child. Where appropriate, children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom. Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Stretch and Challenge

All children will be taught within the appropriate peer group. Children will be taught key skills and will be assessed at greater depth in their application of the skills across all areas of the curriculum.

Homework

Art and Design does not form a specific part of the school's homework policy; however teachers may wish to support children's knowledge of the arts in the form of an at home project or research piece.

Role of the Coordinator

The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.

**The coordinator for Art and Design is:
Tabitha Trafford**