

**Harewood Primary School**

# **Art and Design Policy**

**September 2019**

# Art and Design Policy

## National Curriculum

*This policy should be read in conjunction with the National Curriculum Programme of Study for Art and Design.*

## What is the Intent of Art and Design at Harewood Primary?

At Harewood Primary School we believe that every child is an artist and through art we can allow children the opportunity to reach their full potential. Art forms an important aspect of the curriculum and stimulates imagination which can be incorporated into lessons across the curriculum, as well as being taught as a standalone subject in which children can express their unique, artistic creativity.

We want to inspire, engage and challenge children by equipping them with the knowledge and skills to experiment, invent and create their own works of art, as well as developing the ability to think critically and develop a more rigorous understanding of art.

As they progress through school they will learn about a range of artists and artistic techniques, along with the understanding of how art has shaped our history and culture, both locally and nationally.

We understand the importance of allowing children to share their thoughts and opinions on a breadth of art work, as well as learning and using new artistic vocabulary.

All year groups participate in a termly arts week in which a particular focus is given (eg the environment, capital cities) and each year group drops their timetable to carry out art activities all week based on the chosen topic. This allows precious time for children to explore creativity alongside a global topic and further understand art as a cross-curricular activity. Their work is then showcased on displays around school and in the classrooms which gives their topic an end goal and allows them to explore and enjoy each other's work.

We have a wide range of Art and Design resources available in school, including; printing, painting, drawing, 3D, clay, model-making tools, collage and textiles. Many children enjoy art but have not had the opportunity to use all of these materials outside of school. Our resources allows us to unlock the barriers that many of our children face and allow them to explore different materials and learn new techniques within school activities.

We aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in using drawing, painting, sculpture and other creative expressions
- evaluate and analyse artistic works using the language of art, craft and design
- know about the great artists, craftsmen and designers, and understand the historical development of their art forms.

*Department for Education National Curriculum Art and Design, 2013*

## How is the Subject Organised and Implemented within School?

### Subject Time Allocation

#### Foundation Stage

Expressive art and design is delivered in small group sessions throughout the week.

#### KS1 and KS2

Art skills will be taught in a week block each half-term, three of which will be incorporated within Arts Weeks where each term where children engage in Arts activities all week.

## **Units of Work**

The format of the Art and Design Scheme of Work has been adapted. This takes the form of units of work for each area of the Art and Design curriculum. These units include the following information:

- Time allocation
- Vocabulary
- Resources
- Expectations
- Learning Objectives and outcomes
- Teaching activities

These units form the Scheme of Work for Art and Design and are reviewed and revised as taught.

| Art and Design Long- term Plan |                  |  |                  |   |   |                  |
|--------------------------------|------------------|--|------------------|---|---|------------------|
| Year group                     | Autumn           |  | Spring           |   | Summer  |                  |
| Nursery                        | <u>Arts week</u> | <b>3D work</b><br>Clay                     | <u>Arts week</u> | <b>Portraits</b>  | <b>Painting</b><br>Variety of media               | <u>Arts week</u> |
| Rec                            | <u>Arts week</u> | <b>Henri Matisse-</b><br>3D work           | <u>Arts week</u> | <b>Kandinski -</b><br>Painting  | <b>Van gogh -</b><br>Sunflowers<br>Paints/pastels | <u>Arts week</u> |
| Y1                             | <u>Arts week</u> | <b>Henri Rousseau –</b><br>Painting        | <u>Arts week</u> | <b>Antony Gormley –</b><br>Sculpture  | <b>Giuseppe Arcimboldo -</b><br>Portraits         | <u>Arts week</u> |
| Y2                             | <u>Arts week</u> | <b>Andy Goldsworthy</b><br>Sculpture       | <u>Arts week</u> | <b>Joan Miro-</b><br>Realism  | <b>Picasso-</b><br>Portraits                      | <u>Arts week</u> |
| Y3                             | <u>Arts week</u> | <b>Rembrandt –</b><br>Portraits            | <u>Arts week</u> | <b>LS Lowery –</b><br>Landscape   | <b>Moore / Hepworth -</b><br>Sculpture<br><br>-   | <u>Arts week</u> |
| Y4                             | <u>Arts week</u> | <b>Aboriginal Artists –</b><br>Journeys    | <u>Arts week</u> | <b>Monet –</b><br>Portraits   | <b>McKenzie Thorpe-</b><br>Local artist           | <u>Arts week</u> |
| Y5                             | <u>Arts week</u> | <b>Cezanne -</b><br>Still Life             | <u>Arts week</u> | <b>Warhol and Hockney –</b><br>Pop Art  | <b>Klee –</b><br>Containers                       | <u>Arts week</u> |
| Y6                             | <u>Arts week</u> | <b>William Morris</b><br>Pattern and Print | <u>Arts week</u> | <b>Leonardo DiVinci -</b><br>Art in Religion<br>(taught as an English topic)<br><br><b>Rainforest art</b> | <b>Pargetter-</b><br>Perspective                  | <u>Arts week</u> |

## **Planning**

The Units of Work take the form of medium and short term planning. The progression of skills taught for Art and Design will be encompassed in block weeks and Arts Weeks. Block plans cover 5/6 afternoon sessions. These are reviewed, and if necessary revised, to address the particular needs of the children within that group. Lessons are evaluated as they are taught and the plans reviewed as necessary.

## **Pupil Grouping**

Art and Design is taught in mixed ability groups within the class.

## **Teaching & Learning Styles**

Teachers try to plan a diverse range of activities through which to teach Art and Design skills and knowledge. These activities should reflect the different learning styles of children and encourage enthusiasm and interest in the world around them.

## **Cross- Curricular Links- Creative Curriculum**

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. History, Geography, Design Technology, I.C.T, Music, R.E., all aspects of English and shape and space in Maths are all links with other subjects that can enlighten and enhance the learning in Art and Design. The use of Drama, Philosophy and thinking skills can also be used. Cross-curricular links are identified in the points to note section of the units of work.

## **ICT**

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning in Art and Design. The digital camera and video camera are used to support work in art. Units of work are delivered by use of digital packages. Interactive Whiteboard and internet are used as a resource to support teaching.

## **British Values**

British Values are not taught as a discreet subject but as a continuous thread running throughout all lessons in school. Opportunities have been identified within the Art and Design medium term planning to promote and develop an understanding of British Values examples of these include Personal self-expression and Cultural Heritage.

## **Cross Phase Links**

Foundation stage, key stage 1 and key stage 2 staff work closely to ensure there is continuity and progression on transfer.

## **Specialist Teaching**

Where there is a teacher with an Art and Design specialism within a year group they will lead the planning and support colleagues with advice and in some cases teach the subject across the year group.

## **Community Cohesion**

Across the key stages visits are to be encouraged to enhance the teaching of the topics and develop community cohesion. Small groups of children regularly visit the local and wider community to enable them to experience art first hand.

## Role of the Teacher

Teachers should know the strengths and weaknesses of all children in their groups. These need to be met by effective planning, organisation and teaching. Teachers should ensure that children undertake a balanced programme of art, craft and design activities which build on previous experiences and takes into account previous achievement. Teacher should where ever possible include any local artist or people within the community artistic flair.

In **Foundation Stage** children are taught and assessed across two early learning goals:

- **Exploring and using media and materials**  
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative**  
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

In **Key Stage 1**, pupils should be taught creativity in art, craft and design by:

- 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

In **Key Stage 2**, pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Children should be encouraged to take on the responsibility of selecting their own tools and equipment, making proper use of them and ensuring that what they have used is properly cared for and returned to the correct place.

## Teaching Assistants

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class

teacher and are part of the planning for the lessons. Teaching Assistants develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

Higher level teaching assistants can plan, prepare, deliver and assess specified work under the supervision of a qualified teacher.

## **Presentation and Recording of Work**

In Art and Design children's work can take various forms. It can be exploring and developing ideas and producing a piece of work e.g. a painting, a weaving or a design. Children can record their work individually, as a group or class. The digital camera and video camera can be used to record the process or the finished work. Art work can be displayed in classrooms and around school to celebrate children's work.

## **Resources**

### **Foundation Stage**

All classrooms have basic stock paints, brushes, crayons, pencils. A collection of materials for collage work and recyclable materials for 3D work are also in the classroom.

### **Key Stage 1 and Key Stage 2**

We have a wide selection of Art and Design resources including; printing, painting, drawing, 3D, clay, model making tools, collage and textiles. The resources are situated in a walk in cupboard in an upstairs room.

We have a bank of teacher resource material such as posters, books and examples of different artists' work. We utilise the surrounding areas as a learning resource and make field trips and visits where ever appropriate.

## **Assessment and Record Keeping**

### **Foundation Stage**

Expressive art and design is recorded by using an iPad to take photographs of the children's art work. It is then uploaded to a programme called 2buildaprofile where their artwork is stored for the school year and assessed using the EYFS profile. Expressive art and design is assessed under two headings:

- Exploring and using media and materials
- Being Imaginative

### **KS1 and KS2**

Observing children work, talking to them about what they are doing and listening to them describe their work will generate useful assessment information. The learning outcomes in each unit indicate how children might show what they have learnt. Monitoring these learning outcomes during the course of teaching a unit will help to establish each child's progress. This formative assessment is ongoing.

Pupil self assessment and peer review are important aspects of our assessment policy. . Opportunities are provided for children to share their learning with peers.

Attainment is shared with children and used to plan their future learning. It is shared with parents on Parents evening and gives meaning to NC Levels as the level is so clearly evidenced.

## **Special Educational Needs**

All children take part in mainstream lessons for Art and Design the children from the Support Base are fully included. They are given access to the learning outcomes by additional support from the classroom auxiliaries, planned differentiated activities and specific resources where appropriate. The SENCO is available to support staff with advice concerning any aspect of special needs.

## **Gifted and Talented**

Children with strengths in Art and design are identified on the Gifted and Talented register. Opportunities such as working with artist on specific projects enable these children to develop their artistic talents.

## **Equal Opportunities**

The Art and Design curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

## **Health & Safety**

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

Teaching staff are also informed of any health risks from using certain materials in Art e.g. plaster of Paris and mod –roc are not to be used in school.

## **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

## **Parental Involvement**

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within Art and Design so that they can make the most of any opportunities to apply Art and Design concepts learnt at school within the local environment. An art and design homework activity will be provided in our half term homework plans, Parents will be encouraged to participate in these activities alongside their child. All homework will be displayed at the end of each term.

## **Role of the Governing Body**

The Curriculum Working Party has the role of approving all curriculum policies.

**Date the policy was reviewed:** Sept 2019

**Next policy review date:** Sept 2021