

Harewood Primary School



Aspire, Acquire, Achieve

Art and Design Policy

Approved by Governors:	September 2023
Review Date:	September 2024
Signed by Headteacher:	Caroline Heywood
Signed by Chair of Governors:	Denis Robinson

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 stand-alone 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 artwork, as well as learning and using new artistic vocabulary.

All year groups participate in a termly arts week with a particular focus (e.g. the environment, capital cities) and each year group carries out art activities based on the chosen topic. This allows children the opportunity to develop specific skills alongside a global topic and further understand art as a cross-curricular activity. Their work is 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 resources, 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. These resources allow our children the opportunity 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 are taught in one or two week blocks each term.

Planning

Units of Work

The Art and Design scheme of work takes the form of units of work for each area of the Art and Design curriculum. Planning for each unit includes the following information:

- Vocabulary
- Resources
- Significant artist
- Prior learning
- Expectations
- Learning enquiry
- Learning Objectives and outcomes
- Knowledge, skills and understanding
- Learning activities
- Curriculum links

Units are reviewed, and 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.

Art and Design Long- term Plan

Year group	Autumn	Spring	Summer
Nursery	3D Junk Modelling Gutter painting Colour Mixing Bonfire Pictures Clay work – using hands and tools	Self portraits	Sculptures Observational Drawing of flowers Painting with different media, Colour mixing using primary colours 3D model making, add other materials to develop models
Rec	Self portraits Firework/bonfire pictures, Poppies using collage and printing Diwali cards Christmas cards	Clay tiles imprints using variety of objects, leaves, beads etc. Kandinsky Colour mixing, printing circles, 3D circles, Kandinsky tree	Van Gogh - Sunflowers Paints/pastels Henri Matisse – snails, abstract art collage The Goldfish – large scale collage Observational drawing
Y1	Antony Gormley – Sculpture (1 week) Lucy Pittaway – Landscape (1 week)	Henri Rousseau – Painting (2 weeks)	Giuseppe Arcimboldo - Portraits (2 weeks)
Y2	Picasso - Portraits (2 weeks) Andy Goldsworthy Sculpture (1 week)	Joan Miro - Realism (2 weeks)	Joan Mitchell and Helen Frankenthaler - Painting techniques (1 week)
Y3	Rembrandt – Portraits (2 weeks)	Moore / Hepworth –Sculpture (2 weeks)	LS Lowery – Landscape (2 weeks)
Y4	Monet – Painting/colour (2 weeks)	MacKenzie Thorpe - Landscape / Local artist (1 week)	Aboriginal Artists/Paul Klee – Portraits / Journeys (3 weeks)
Y5	Seaside (Alfred Wallis and Hokusai) - painting, use of colour, weaving (2 weeks) David Hockney - Landscapes (1 week)		Man Ray - Death Masks (2 weeks) Willow Pattern (1 week)
Y6	Pargetter/Hundertwasser - Landscape, colour and shape (2 weeks)	Lowry/Hockney (revisited) Canaletto Renaissance Perspective / landscape (1 week)	William Morris Pattern and Print (2 weeks) Rennie Mackintosh Drawing, line, colour, sewing (1 week)

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

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

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 each unit of work.

ICT

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning in Art and Design. I-Pads are used to support work in art. Units of work are delivered by use of digital packages. The interactive whiteboard and internet are used as a resource to support teaching.

British Values

British Values are a continuous thread running throughout all lessons in school. Opportunities have been identified within the Art and Design 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. The Art co-ordinator will assist teachers when needed.

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 take into account previous achievement.

In **Foundation Stage** children are taught under Expressive art and design is split into two areas Creating with materials and Being imaginative and expressive. It is recorded by using an iPad to take photographs of any WOW moments. It is uploaded to a programme called EvidenceMe where their artwork is stored for the school year and assessed using the EYFS profile. Expressive art and design is assessed under the heading: Expressive Arts and Design

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 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. 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. Each child has a sketchbook in which they explore techniques and complete work. Their sketchbook will follow them as they move year groups to show progression. I-pads 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. One piece of art work is chosen from each class to be displayed in the school art gallery in the school hall.

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. 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, wherever appropriate.

Assessment and Record Keeping

Foundation Stage

Expressive art and design is recorded by using an iPad to take photographs of any WOW moments. It is 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 the heading: Expressive Arts and Design

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. Assessment sheets are stuck in the front of sketchbooks and used to record children's individual progression.

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

Special Educational Needs

All children are fully included in Art and Design lessons. Activities are differentiated and resources and equipment are adapted where appropriate. The SENDCO 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 an artist on specific projects enables 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.

Role of the Governing Body

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