



**WHITEHALL PRIMARY SCHOOL**

# **Art and Design Policy**

## **Intent**

At Whitehall Primary School, we intend to provide the children with a high-quality art and design education that engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically and develop a more rigorous understanding of art and design. We have designed the curriculum with a pedagogical approach in mind. We aim to allow children to acquire the necessary knowledge and skills through teacher led and enquiry based learning.

## **Ethos**

Art and Design aims to promote our school vision; **aspiration, curiosity and independence** within our children. This journey will inspire children to be active learners, solve problems, work with their peers and start to think critically. Children will be exposed to an enriched curriculum, which will provide the knowledge and skills to make informed choices and meaningful connections within the subject and beyond the classroom. Children will respect how art both reflects and shapes our history and contributes to our culture, and the local and wider community. Through the art curriculum pupils will learn to take risks, develop skills of resilience, and accept and challenge alternative ideas and thoughts.

## **Aims and Objectives**

### **Aims from the National Curriculum**

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.

We aim to provide a rich learning environment which allows children to develop and master skills and abilities. Through our teaching, we aim to enable children to be confident and resourceful, independent and reflective learners. Children are equipped with the practical knowledge to allow them to produce artistic outcomes with proficiency.

They are taught the key component knowledge; methods and techniques, media and materials, and formal elements.

Children also learn the history of art, allowing them to make meaningful interpretations of how artists use materials, processes, themes and ideas through time.

The aims of Art and Design are:

- Children to recall component knowledge, demonstrating a wide range of methods and techniques.
- Children to use a wide range of materials and processes to try out ideas by making informed choices
- Children are encouraged to critically evaluate their own work and that of others, in order to learn from their experiences.
- Children to develop increasing confidence, and progression of skills in drawing, painting, printing and use of malleable materials.
- Children to use a variety of tools and techniques with independence.

## **Teaching and Learning**

At Whitehall Primary School, lessons are broadly taught in mixed ability classes and are structured to incorporate individual, paired and team work. Collaborative learning skills in particular are encouraged. We offer them the opportunity to use and explore a variety of materials, tools and techniques to enhance their learning. Each year we aim for children to have exposure to a range of art and artists, and are introduced to the three paradigms of art; traditional, modern and contemporary. Through this, children should be able to demonstrate their understanding and make links to the intention and context of lessons.

At Whitehall, Art and Design is planned within half termly themes, through a programme of study that incorporates seven strands (drawing, materials, nature's art, creativity, generation of ideas, evaluation, and significant artists, craft makers, designers and architects).

There are many learning opportunities available to the children, that take account of **visual, auditory and kinaesthetic** (VAK) learning styles. We encourage children to take responsibility for their own learning, by reviewing the way they learn and reflecting on how they learn.

Throughout the school we are very aware that there are children of widely different artistic abilities. As a result we take care to provide a suitable learning environment and atmosphere for learning opportunities for all children. This is accomplished by matching the challenge of the task to the ability of the child, through adaptations.

## **Implementation**

At Whitehall Primary School, Art and Design is taught through Curriculum Maestro, which is recognised as a fully established element of the school curriculum. Through this scheme, lessons are sequenced, planned and delivered to ensure key knowledge and skills are taught and implemented

At Whitehall Primary School, Art and Design is planned with close reference to the learning intentions as outlined in the National Curriculum. EYFS follow the statutory framework for Early Years Foundation Stage 2021. A Curriculum map is continually updated which indicates the scheme of work covered from Foundation to Year 6.

Our curriculum planning for Art and Design is in three phases (long, medium and short term). Long term planning maps the Art and Design topics studied during the year. Curriculum leaders have created Medium Term Plans (MTP) for every topic, which includes the key vocabulary that needs to be taught, sequence of lessons, learning intentions and the key knowledge and skills for every lesson. The short term plans (STP) are taken from Curriculum 22, where teachers will then write notes to include any adaptations that have been made to the lesson. If Curriculum Leaders have chosen to change the input or activity of that lesson, these adaptations will have also been made on the STPs.

Lessons typically follow the sequence suggested by Curriculum 22. The first part is the **Engage** stage. Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning.

The second part is the Develop Stage. This is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, explore, design and create for a variety of purposes.

Once children have acquired the knowledge and skills within the theme they are studying, they move onto the Innovate stage. The **Innovate** stage poses a thematic challenge that requires children to think creatively, whilst applying, reflecting and revisiting what they have learnt in previous stages.

Finally, there is an **Express** stage. In this stage children are provided with the opportunity to revisit, review and share their learning of the topic through questioning. In art and design, the teachers are expected to break down the express task and implement a part of it in all lessons.

Planning is evaluated and annotated after each lesson is taught. Teachers will make notes on their digital timetable (on Curriculum Maestro) commenting on what went well during the lesson or areas that will need to be revisited. Curriculum Leaders and the Deputy Head teacher will monitor this to ensure that it is being done regularly.

### **Early Years and Foundation Stage (EYFS)**

Planning in the EYFS meets the requirements of the Statutory Framework for Early Years Foundation Stage (EYFS) 2021. The EYFS Development Matters 2021 non-statutory guidance statements are used alongside the learning intentions in the Curriculum 22 scheme to create a sequence of progressive plans. Every lesson has a learning intention, key knowledge and skills highlighted for teachers to then adapt on the STP. Further guidance can be found in Early Years Foundation Stage (EYFS) policy.

At the end of the Reception year, the children are assessed against the Early Learning Goals. These are end of year expectations.

The areas of learning which help to form the foundations of Art and Design are:

- Understanding the World – Past and Present, People, culture and communities, and The natural world
- Expressive Arts and Design – Creating with materials, and being imaginative and expressive

Pupils safely explore and use a variety of media, materials, natural resources, tools and techniques, experimenting with colour, design, texture, form and function. Through the 'Curiosity Approach' children are able to explore art and design by a combination of child initiated and adult directed activities. Children share their creations, explaining their thoughts and processes.

Art and Design makes a significant contribution to the EYFS objectives of developing a child's creative development through activities such as drawing, painting, making models and crafts. These activities, indoor and outdoor, attract the children's interest and curiosity.

### **Special Educational Needs (SEND) & The More Able**

We ensure Art and Design is taught to and accessed by all children, regardless of their ability. Art forms part of the school curriculum policy to provide a broad and balanced education to all children. The Art curriculum allows adaptations to be made to lessons so that all children have equal opportunities to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Teachers are required to condense the learning, allowing it to be more manageable for children. This can be done through scaffolding and providing additional aids. Knowledge organisers for each topic are adapted to ensure accessibility for SEND children.

The More Able members of classes are also provided with opportunities to:

- Express themselves in creative, original ways
- Work in innovative ways
- Have the confidence to use a range of materials, tools and techniques skillfully
- Critically evaluate visual work and other information
- Experiment with materials and processes in creative and practical ways

### **English as an additional language (EAL)**

In our teaching of art we are sensitive to the needs of those children with English as an additional language. Support is given where necessary to help in the understanding of art vocabulary and language. Visual aids and modelling is provided to aid the learning of EAL children.

### **Impact**

Sketchbooks are used from Year 3 to 6 to regularly record, collect and explore ideas and images and information relevant to current and ongoing work. Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. Furthermore the Sketchbooks will include self-evaluation of work, peer on peer evaluation and key questions asked by the teacher to help children to become aware of what they can do and how they can improve their work. Evaluation of art pieces will occur after every topic and peer evaluation once a term.

Subject Leaders will look at samples of work, evaluations and sketchbooks, conduct pupil and teacher interviews.

### **Resources**

In school there are resources available to enable us to teach all the Art and Design topics. Each class has access to a fully stocked resource room as well as a Design and Technology/Art room providing specialist resources. Teachers are required to inform subject leaders of any resources they need for their topics, if they are not available in school, so that they can be purchased, prior to the beginning of the term.

### **Monitoring and Reviewing**

The Art and Design subject leaders and Deputy Head teacher are responsible for monitoring the standard of the children's work and the quality of teaching. Monitoring work takes the form of planning scrutiny, lesson observations or learning walks, book scrutiny, pupil and teacher interviews. The subject leaders are also responsible for supporting colleagues in the teaching of Art and Design, making them aware of the Progression of Skills and Knowledge required by the end of the year, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leaders give the head teacher an annual action plan in which they highlight aims and objectives for the current academic year. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Curriculum Leaders will be monitoring to see whether teachers are taking responsibility for the planning and teaching of Art and Design. Teachers must follow the curriculum progression map from EYFS to Year 6, detailing the composites or the end points, which are sequential and ensures knowledge and skills are built up over time. The composites are further broken down into components which are detailed in the medium term plans. Lessons should reflect the content and challenge of the curriculum and is adapted to ensure it is tailored to meet the needs of all pupils, including SEND, EAL and disadvantaged pupils, to give them the knowledge and skills they need to thrive.

### **Linked Policies**

- Teaching and learning policy
- Assessment and feedback policy
- Marking policy

Signed:

Date: