

# **SPRINGDALE JUNIOR SCHOOL**

## **Art and Design Policy**

### **1. Intent**

At Springdale, Art and Design play a key role in our curriculum. Our scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We aim to provide children with a full range of experiences through access to a range of resources, with progressive skills being taught across the school. Pupils will be given opportunity to develop their ability in art, craft and design (including experience with drawing, painting, collage, textiles, 3D designs, printmaking and digital media). These opportunities will nurture their interests and talents, to express their ideas and thoughts about the world. They will also learn about a diverse range of artists, across lines of gender, class, culture and race, as well as artists through history.

Art and Design plays an important role in well-being for many children, allowing them to express themselves in different ways than in other lessons. For those who find art a challenge, there is a chance to build confidence through the support of a well-structured curriculum that allows teachers to take children back a step if necessary.

As part of developing their cultural capital, children will be provided with opportunities beyond art lessons, for example visiting the local art gallery, opportunities to collaborate with an artist and curating an art exhibition in school.

### **2. Aims**

At Springdale we recognise that a range of styles is necessary for the teaching of Art and Design. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include opportunities for:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To help each child achieve their creative potential in both two and three dimensional work, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

### **3. Planning Art and Design:**

Springdale has adapted and customised the Kapow schemes of work for Art and Design to best meet the needs of our children. Staff have also made new cross-curricular links to subject areas through Art topics, in line with National Curriculum 2014. We have adapted the Kapow scheme so that the skills and topics are progressive, build upon prior learning but also demonstrate cross curricular links for at least one unit per year group. Whilst there are opportunities for children of all abilities to

develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Curriculum planning in Art and Design, as for other subjects, is implemented in three phases (long-term, medium-term and short-term). The long-term plan maps the units to be studied in each half-term during the key stage. Sometimes the study of art and design is linked with other subjects. Through this programme of study we teach the knowledge, skills and understanding as set out in the National Curriculum 2014.

The medium-term plans give details of each unit of work for each half term, including cross-curricular links. The Art and Design subject coordinator is responsible for reviewing these plans.

The short-term plan lists the specific learning objectives of each lesson. The class teacher is responsible for keeping and reviewing these plans.

Progress in art and design is planned for by:

- ♦ Increasing breadth and range of artistic experience;
- ♦ Increasing challenge and difficulty;
- ♦ Increasing confidence, sensitivity and creativity in art and design activities.

## Key Stages 1 & 2

### Key Stage 1

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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.

### Key Stage 2

Key Stage 2 pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
3. about great artists, architects and designers in history.

## **4. Teaching and Learning**

Our main aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including Computing. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## Curriculum Art Overview

| <b>Art Curriculum Overview 2022</b> |   |  |   |  |   |   |
|-------------------------------------|---|--|---|--|---|---|
|                                     | <b>Autumn Term</b>  |  | <b>Spring Term</b>                                      |  | <b>Summer Term</b>  |   |
| <b>Year 1</b>                       | <b>Kapow Unit Year 1:</b><br>Formal Elements of Art:  | Pop Digital Media<br>Famous Artist Andy Warhol<br>Visit to Wolverhampton Art Gallery | <b>Kapow Unit Year 1:</b><br>Art and Design Skills      | Surrealism – (Drawing and Sculpture)<br>Famous Artist: Joan Miro   | <b>Kapow Unit Year 1:</b><br>Landscapes using different media (Themes: The seaside, Castles)  | <b>Kapow Unit Year 1:</b><br>Sculptures and collages (Theme: Living things)             |
| <b>Year 2</b>                       | <b>Kapow Year 2:</b><br>Formal Elements of Art<br>6 Lessons   | <b>Kapow Year 2:</b><br>Art and Design Skills<br>7 Lessons                           | African Art – Existing Unit                             | <b>Kapow Year 2:</b><br>Human Form<br>5 Lessons  | Colour Chaos (Twinkl – worksheets to be substituted with sketchbooks). Famous Artist: Mondrian, Rothko, Kandinsky, Delaunay, Pollock. | <b>Kapow Year 2:</b><br>Sculpture and Mixed Media<br>(Theme – Superheroes)<br>5 Lessons |
| <b>Year 3</b>                       | Investigating Pattern – (Existing unit)<br>Famous Artist: Escher  |  | <b>Kapow Unit Year 3:</b><br>Craft<br>5 Lessons         | <b>Kapow Unit Year 4:</b><br>Sculpture   | <b>Kapow Unit Year 3:</b><br>Art and Design Skills<br>6 Lessons   | <b>Kapow Unit Year 3:</b><br>Formal Elements of Art                                     |
| <b>Year 4</b>                       | <b>Kapow Unit Year 3:</b><br>Prehistoric Art –<br>5 Lessons   | <b>Kapow Unit Year 4:</b><br>Formal Elements of Art<br>5 Lessons                     | Maya:<br>3D Structure<br>Pottery<br>6 Lessons           | <b>Kapow Unit Year 4:</b><br>Every Picture Tells a Story<br>Year 4<br>5 Lessons  | <b>Kapow Unit Year 4:</b><br>Art and Design Skills<br>Year 4<br>8 Lessons   | <b>Kapow Unit Year 4:</b><br>Art and Design Skills<br>Year 4<br>8 Lessons               |
| <b>Year 5</b>                       | Famous Artist:<br>Texture / Victorian Art<br>Famous Artist: William Morris<br>Visit: Wightwick Manor  |  | <b>Kapow Unit Year 5:</b><br>Architecture:<br>5 Lessons | <b>Kapow Unit Year 5:</b><br>Art and Design Skills:  | <b>Kapow Unit Year 5:</b><br>Photography:<br>Year 6   | <b>Kapow Unit Year 5:</b><br>Design for a Purpose:<br>Year 5                            |
| <b>Year 6</b>                       | World War 2:<br>Propaganda Posters<br>Artist Study: Blitz Artists (War Artists Advisory Committee - WAAC)<br>WW Blitz Skyline<br><br><b>Kapow Unit - Year 5:</b> Every picture tells a story – The Front Line |  | <b>Year 6 Kapow Unit:</b><br>Art and Design Skills      | Graffiti Artists<br>Tag/Banksy:<br><b>Kapow Unit - Year 5:</b> Every picture tells a story – Year 5 Banksy<br><br><b>Kapow unit – Year 6:</b> Make my voice heard<br>Year 6: | 3D Unit<br>Greek Tiles (Clay)   | <b>Year 6 Kapow Unit:</b><br>Still-Life   |

### 5. Implementation

At Springdale, the majority of our Art and Design teaching is delivered in every year group, once a week for the full academic year. Each year group features one topic-based art unit where learning is linked with other subjects. Putting it in this context adds meaning for the children. Also, these links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts. **We have an art day every term across school which helps to promote the importance of the subject and adds to the excitement the children feel when taking part in something together. There are also a range of other collaborative opportunities where children produce work towards a whole-school project.** In all art lessons, teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge. We have designed the curriculum carefully so that a variety of skills are developed throughout school and a full range of resources are available for teachers to use with their classes. Throughout the Springdale journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture

and digital art through the exploration of a key artist, craft maker or designer and their work as key requirements of the National Curriculum. **There are also planned opportunities for children to learn about an important artist/designer as well as opportunities for children to visit local art galleries and museums. This is invaluable in allowing the children to see and learn a range of techniques and also be inspired by professionals. In the summer term, we exhibit work from every child across the school and pupils also play a key role as curators during this event. Parents are invited to celebrate the work which gives the children a real sense of pride in their achievements.**

Every child has a sketchbook which follows through each year group, showcasing their progression of skills. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, study artists, record ideas and develop opinions. **Each topic is accompanied by a knowledge organiser which allows children to refer back to key vocabulary when needed throughout their unit of work.** They also give children an insight towards what each module will be about. In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. To support teaching, staff access a range of resources and planning. **Targets are used in sketchbooks by both pupils and staff as a form of assessment and are reviewed to inform future practice.**

## **6. Assessment and Record Keeping**

Class teachers will complete a Planning Sheet that will act as a termly record of work covered. Simple assessments are recorded at the end of each unit identifying those children who are working below, at or above age related expectations and informs the annual subject report to the Governing Body. We pass this information on to the next teacher at the end of each year. Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year groups should be clear. Teachers are to store photographs of finished pieces in their art folders which is to be passed onto the Art Lead at the end of the year.

## **7. Impact**

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Springdale reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classrooms during walking-galleries and corridor displays. We aim to develop our future artists and their appreciation of the art around them.

## **8. Monitoring and Review**

Progress in art and design will be assessed through Teacher Observation. Formative assessment will be made as each unit proceeds. Throughout each year, a focus, sample group of children will be selected and followed throughout the school.

Teacher observations will be recorded and used with other evidence to build a pupil profile to support the annual pupil report to parents. Work that is completed beyond the sketchbook should be photographed to showcase skills.

Pupils will be encouraged to develop skills of self-review which will provide a valuable contribution to pupils' records of achievement. Sketchbooks will form an integral part of recording each child's progression from year to year. National Curriculum attainment targets for Art and Design will form the basis of assessment information.

The overall monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader produces an annual summary report evaluating the strengths and areas for further improvement.

## **9. Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice. Art Policy Page 4 of 5 The school abides by statutory health and safety guidelines outlined by the LA.

## **10. Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Springdale Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. Accessibility and Teaching Art to pupils with Special Educational Needs. We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

## **11. Resources:**

Art resources and display consumables are stored in the Art Resources room and in storage units in the 6NW classroom. Resources are audited annually and updated regularly.

## **12. The Role of the Art and Design Curriculum Leader:**

The Art and Design subject leader is responsible for the standard of children's work and for the quality of teaching in art and design. Specific responsibilities are:

- ◆ To purchase, organise and maintain teaching resources.
- ◆ To assist with diagnosis and remediation of learning difficulties.
- ◆ To manage a delegated budget and keep spending within it.
- ◆ To encourage and assist in-service training.
- ◆ To keep up-to-date by attending courses and feedback sessions organised by LEA, Cluster groups or other colleagues.
- ◆ To provide guidance and support in implementing NC and schemes of work.
- ◆ To offer specialist advice and knowledge for special needs and gifted pupils.
- ◆ After consultation, to co-ordinate recording and presentation throughout the school.
- ◆ To advise the Headteacher of action required (e.g. resources, standards etc.).
- ◆ To encourage ways of involving parents in their children's learning.

- ♦ To promote liaison between schools (moderation etc.).

**Art and Design Curriculum Leader: Nicola Wills**

**Date of Policy Revision: July 2022**

**Approved by Governors:**