

WALFORD NURSERY & PRIMARY SCHOOL



Policy

for

ART & DESIGN

Reviewed and Updated: April 2024

Date for Review: April 2026

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Aims and Objectives

Art, craft and design embody some of the highest forms of human creativity. A high-quality Art & Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how Art & Design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Art & Design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

At Walford Nursery & Primary School, we value art, craft and design highly as they allow our pupils to be at their most creative. We also value the opportunities art, craft and design afford for developing the core learning skills of resilience, resourcefulness, reciprocity and reflectiveness.

Good practice is demonstrated by children being engaged, inspired and challenged, 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. At Walford Nursery & Primary School, we believe our children should also know how in this country and globally, art and design both reflect and shape history, and contribute to culture.

We endeavour to equip and nurture the children to become the artists and designers of the future. We provide them with the skills and relevant knowledge they need as well as giving them the freedom to express and explore.

INTENT

At Walford Nursery and Primary School, children will:

- 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;

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- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- learn through tactile and sensory experiences;
- be encouraged to use their imagination in designing and producing artwork;
- develop ways of recording observations, including in sketchbooks which they use throughout the school;
- develop ways of communicating in visual form to express ideas and feelings.

IMPLEMENTATION

What does our Art Curriculum look like?

Please refer to:

- Our **Long Term Overview** to demonstrate the progression of knowledge and skills within the whole school Art offer;
- Our **Curriculum Maps** for each year group to map teaching and learning, knowledge and skills through topics;
- **Knowledge Organisers** which summarise the key knowledge and skills to be acquired and retained during an Art topic.

IMPACT

Our Art Curriculum facilitates sequential learning and long-term progression of artistic knowledge, skills and techniques. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval and the beginning and end of a lesson or unit. This enables all children to alter their long-term memory, know more, remember more and be able to do more as artists.

Curriculum

The objectives of Art & Design, as set out in the National Curriculum are to:

- 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 and
- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

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At Walford Nursery & Primary School, we will enable children to:

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of simple and more complex activities;
- improve the children's ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of Art & Design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials and
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

Walford Nursery & Primary School meets the requirements of the National Curriculum as outlined below.

In Key Stage 1, children should be taught:

- 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, children should be 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. Children should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas;
- 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] and
- about great artists, architects and designers in history.

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Early Years Foundation Stage

We encourage creative work as part of the Early Years Foundation Stage. We relate the children's creative development to the objectives set out in the Development Matters document, which underpin the curriculum planning for children aged birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

Learning and Teaching

Walford Nursery & Primary School uses a variety of teaching and learning styles in Art & Design lessons. Our principal 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 or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

At Walford Nursery & Primary School, we recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child through the use of careful adaptations. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

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Art & Design Curriculum Planning

Art & Design is a foundation subject in the National Curriculum. At Walford Nursery & Primary School, we use a creative approach towards our curriculum planning in Art & Design, using Kapow as the basis for all planning.

We carry out the curriculum planning in Art & Design in two phases: long-term and short-term. Our long-term plan maps out the themes covered in each term during the Key Stage. Class teachers use Kapow to plan for each Art & Design lesson. These list the specific learning objectives and give details of how to teach the lessons. The class teacher keeps these plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in Art & Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Planning sets the goals to which the children will be guided and will take account of the abilities of the children, allowing appropriate adaptations to ensure progression and continuity of subject coverage across the school.

To ensure progression across the key stages, long term plans will be highlighted to show the objectives covered. Refer to the Art & Design Progression Map for further detail of the progression of skills for each term in each year group.

Sketchbooks

Children will be encouraged to develop the habit of using their sketchbooks (or visual diary) for:

- recording, exploring and storing visual and other information, e.g., notes and selected materials which can readily be retrieved and used as reference;
- working out ideas, plans and designs; reference – as they develop ideas for their work;
- looking back at and reflecting on their work, reviewing and identifying their progress;
- as an on-going record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Contribution of Art & Design to the Wider Curriculum

English

Art & Design contributes to the teaching of English in our school by encouraging

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children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art & Design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, Social and Health Economic Education (PSHE Education)

Art & Design contributes to the teaching of some elements of personal, social and health economic education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

Spiritual, Moral, Social and Cultural Development

The teaching of Art & Design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

British Values

The Art & Design curriculum delivers British Values through having a sense of enjoyment and fascination in learning about the world around them and engaging children actively in artistic and creative activities. Children are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Children discuss and use the techniques of a wide variety of artists and designers. British Art is promoted in all year groups. Children's learning extends beyond the classroom with a wide range of visits and experiences to art galleries, events and volunteering in their local community. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.

Computing

Computing enhances our teaching of Art & Design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners and digital microscopes. They record their observations, and they manipulate them through photo-editing or painting software.

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The children also use the Internet to find out more about the lives and works of famous artists and designers and to assemble their own presentations about them.

Organisation and Time Allocation

Time for Art & Design lessons will be timetabled by individual teachers and will usually alternate with DT units of work to ensure full coverage of the National Curriculum. Teachers may, however, use a stand-alone 'Art & Design day' to undertake a particular project if this proves to be more practical. Each class is responsible for clearing up this area, encouraging children to store materials and equipment safely and neatly.

Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others and
- to explain the steps they take to control risk.

Staff should be aware manufacturers' advice on the products they use and other information as circulated.

Inclusion and SEND

We teach Art & Design to all children, whatever their ability and individual needs. Art & Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those learning English as an additional language. We believe Art & Design is a means of communication, not bound by written and spoken language,

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and enables pupils with special needs of all kinds to develop a capacity for self-expression.

The Art & Design curriculum is available to all children regardless of gender and cultural background. A wide variety of art is used from different cultural traditions. These are used to support and give examples of different artistic styles and techniques. We welcome art from different religious traditions in order to further understanding, both of the religions themselves and the importance of art in various aspects of life.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs (SEND). We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention will lead to the creation of a My Play Plan (EYFS / Key Stage 1) or a Provision Map (Key Stage 2). This may include targets specifically related to performance in Art & Design and the teacher will pay attention to these and other learning targets when planning lessons.

We enable all pupils to have access to the full range of activities while studying Art & Design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

We promote equal opportunities for all children. All pupils follow the National Curriculum, including Art & Design. Where appropriate, adaptations are made to ensure that all children are able to access and achieve the learning objective.

School and Community

As a community school, we should be alert to opportunities to develop links within the locality. We seek to encourage people with special talents to work within the school.

Assessment, Recording and Reporting

We assess the children's work in Art & Design while observing them working during lessons. Art is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Assessment is an integral part of the teaching of Art & Design. Children's work is assessed through observations and informal judgements. At the start of every lesson, children will complete a 'Flashback 4' which consists of four questions linked

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to prior learning, often completed through discussion and not always recorded in sketchbooks.

At the end of a lesson, children will demonstrate their learning by completing a NIKI (Now I Know It) evaluation and is not always recorded in their sketchbook but undertaken as part of class discussions. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of the year.

Nuggets of Knowledge are used to reinforce key knowledge, facts and skills in order to ensure that children learn more, know more and remember more. Throughout lessons, children are encouraged to consider, 'What will be in you take-away bag?' to focus on the retrieval of key nuggets of knowledge.

The sketchbook provides insight into the skill processes as taught by the curriculum and should be considered alongside end pieces in making any judgements. Teachers do not mark children's sketchbooks as these are a place for children to express their thoughts, feelings and ideas.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

The Art & Design Subject Leader keeps evidence of the children's work in a portfolio. This demonstrates the expected standards of achievement in Art & Design in each year of the school.

Resources

We have a wide range of resources to support the teaching of Art & Design across the school. An extensive collection of resources are located in a designated Art Store. A list of resources can be found in this area. Essential resources (paintbrushes, water pots, selection of paints, aprons) are stored in the classroom or shared between joint classrooms.

Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the Art & Design Subject Leader, in the following ways:

- Informal discussion with staff and pupils (pupil voice)
- Work sampling and book trawls
- Classroom observation
- Planning scrutiny

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Evaluation / Review

There is an annual review of this policy by the Art & Design Subject Leader. The Subject Leader will report to the governing body on the progress of the children in Art & Design and will meet with the Standards, Teaching and Learning committee to discuss and monitor the success of the teaching in Art & Design.

This policy was updated in April 2024. The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in April 2024 and will be monitored annually.

Signed: Chair of Standards, Teaching and Learning Committee

Signed: Headteacher



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