

### Rationale

At Wybunbury Delves we aim to *'light the spark for a love of learning and of life'* and believe Art and Design is a subject which offers the very best opportunities to achieve this. **We adopt SPARK approach to learning** to foster and maintain children's creativity.

### Why do we teach Art?

At Wybunbury Delves, art and design is a subject that allows the children to express their individuality freely whilst encouraging them to be innovative and imaginative. It is a significant part of our broad and balanced curriculum and can be seen integrated into all areas of learning. The importance of art in our school can be seen in our big art weeks where each child is immersed in their learning topic by creating a piece of collaborative art. As the children progress through the art curriculum they develop and extend on skills that allow them to experiment, invent and create their own pieces of art which are based on their individual thoughts and opinions. We ensure that all children will develop an increasing awareness of different artists, craft makers and designers whilst exploring their distinctive styles and understanding the historical and cultural differences involved.

### The aims of Art and design are to:

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

#### and in our school to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craft makers and designers, and help them learn about the historical and cultural development of their art forms.

### Curriculum and School Organisation

Coverage of Art and Design in each year group is integrated where possible into each midterm plan. Medium term planning is incorporated into termly holistic plans. Planning for learning and a sample of learning outcomes can be evidenced through staff planning documentation, website news, children's books (including Study Work Books) and photographs. We aim to teach Art as part of a broad and balanced curriculum. We seek every opportunity to develop Art with cross curricular links to Literacy, Computing and Design and Technology and any other subject when suitable. See 'Art Skills Progression' document and the 'Art Subject Overview Table' for further detail.

### The skills and learning covered in each year group

#### Area: Expressive Arts and Design

By the end of Reception children should:

**Exploring and Using Media and Materials:** 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.

### National curriculum Subject content

**Key stage 1:** Pupils 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

**Key stage 2:** Pupils 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.

Pupils 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]
- about great artists, architects and designers in history

### **Teaching and learning style / The Learning Environment**

Art is taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials, other artists' work, educational visits, artists-in-residence and other resources such as TV and Information Technology. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Children are given opportunity for exploration and experimentation and instruction in handling tools and materials. Each term, the children's learning is based around an artist and the skills used, ensuring that three differing artists are studied throughout the year, covering different areas of the curriculum/styles of artists. 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 say what they think and feel about them. Class teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. Each class takes part in our Big Art week at the beginning of each term, with a focus on skills related to 3D art to engage children with their learning theme. This big art week is closely linked to Design and Technology skills and can incorporate the skills taught and the artist linked to each term's learning.

### **Equality and Inclusion**

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We believe that we should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Setting suitable learning challenges.
- Structuring activities so all are fully involved. For instance, all children must have a 'job/role' within an activity to ensure everyone takes part and is involved.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to share their ideas and work.
- Recognising the need to extend and provide a greater challenge for more able pupils.

### **Curriculum Enhancement Opportunities**

Big Art week- termly in the first week

Competitions e.g. Christmas card through local MP etc

Gallery through Display to celebrate and value children's work

Visiting Artists – professional (paid) or amateur (voluntary) eg Twigtwisters 2013 , grant aided.

### **Curriculum Impact**

We use monitoring throughout the year to gauge the impact of the curriculum design. Monitoring the standard of children's work and the quality of teaching in Art is the responsibility of the Art Subject Leader. The Art Subject Leader monitors the subject by doing the following: reviewing learning, evaluating pupil voice, inviting in a 'Critical Friend', providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps; the Art Subject Leader is responsible for supporting colleagues in the teaching of Art, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school. The Art Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting. Assessment of children's learning takes place at the end of a series of lessons through the class teacher's judgments and AfL. The evidence for this can be found in the children's sketch books and in the 'Foundation Subject Assessment Folder'. The children are assessed as 'above expectation', 'on track' or 'below expectation'. This information is collated annually by class teachers and the Art subject lead monitors the evidence gathered across the year during subject leader time and at the end of the year to review the impact of the curriculum design.

## **Covid-19**

Catch up skills are being taught and built upon in the next year group, where appropriate.

## **Assessment, Recording and Reporting**

See whole school Assessment, Recording and Reporting Policy. Art is assessed in the same way as other foundation subjects. Planning and assessment is recorded in each class' planning journal, including pupil voice and examples of work. Medium term planning is incorporated into termly holistic plans and is developed in staff planning journals. Individual lesson planning and outcomes can be evidenced through staff planning journals, displays, study work books, sketch books and photographs. We currently assess children's learning at the end of a series of lessons through class teacher's judgments, AfL and an assessment task (outcomes stored in cohort assessment folders). The children are assessed as 'emerging' 'secure' or 'exceeding' and this information feeds into a termly cohort grid of achievement. This information is collated annually by class teachers and is shown through evidence.

## **Monitoring, review and evaluation**

The Art Subject Leader ensures policy is in practice and is implemented across the school. The Art Subject Leader will take Lesson observations, Review of policy, Collate an overview of curriculum coverage and complete pupil voice.

**Curriculum Risk Assessment:** A copy of the Art and Design risk assessment can be found on t:drive. Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t:drive.

## **Resources**

An inventory of resources is available. General materials are stored centrally in the art area. Staff are asked to submit to the Art and Design Subject Leader lists of any resources which they require to be added to the existing stock. The purchase is based on the Art budget allocated from the main school budget.

## **Links with Other Subjects**

Coverage of Art in each year group is integrated where possible into cross-curricular study work plans.

Reviewed by Miss Haynes 2020