



Scargill Church of England Primary School

Art Policy

Approved: November 2021

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Intent

At Scargill, we believe that every child should have access to a rich and varied art and design curriculum. It is our aim to nurture creativity and imagination so that our children are confident and inquisitive learners. We believe that art and design is a springboard into learning about culture, developing knowledge of society (both past and present) and encouraging children to connect with their world.

It is well documented that visual arts support mental well-being, confidence building and the development of a positive self-esteem. This is why, post-Covid-19 when mental health is at the fore, our art and design curriculum is as integral as ever to our learning at Scargill. We believe it is important that the arts are not sidelined to make way for core subject catch up.

We are passionate about developing the whole child and are certain that through studying art, our children will develop a host of transferrable skills such as critical thinking, expression of ideas and intercultural understanding.

We strive to give our pupils equal opportunity to create art regardless of experience, background, ability or disability. It is an area in which every child can and will thrive given the right guidance.

National Curriculum Aims:

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.

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.

Implementation

Primarily, we have decided to develop the sketchbook journey and include KS1 within this even though it is not a pre-requisite of the KS1 National Curriculum. We believe that the sketchbook is an essential tool for the artist, enabling experimentation, reflection and vital practise of skills. The sketchbook should document a personal journey for the child and we would encourage them develop sketchbook skills and understand how it could be used to aid progression.

Our art and design content is delivered discreetly to ensure coverage of a progressive and effective spiral curriculum. We access plans through the Kapow Primary Scheme. Sessions are taught in 4 blocks across the year and each block contains 5-6 lessons. These can be slotted into the curriculum at any point across the year where the year group team deem appropriate. They do not need to be taught in any particular order. The decision not to teach art every half-term was taken so that other subjects had equal opportunity within the timetable, however it is expected that there will be times when links to art can be made in other subjects.

The Kapow Scheme is designed with five strands which are:

- Making
- Formal Elements (line, shape, tone, texture, pattern and colour)
- Knowledge of artists
- Evaluating
- Language

Through the scheme of work, these strands are revisited in every unit. In each year, there is an *Art and Design Skills* and *Formal Elements* unit. These units give pupils the chance to practise skills discreetly. The knowledge and skills from these units are then applied throughout the other 'topic' units within the scheme. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on previous learning.

Kapow's scheme develops knowledge and understanding of key artists and art movements with links made through practical work. The units are fully scaffolded and differentiation is given for pupils needing extra support as well as those who are working at greater depth.

Creativity and independent outcomes are embedded into all units so that outcomes are unique to the pupil. Lessons are always practical in nature and encourage experimental learning where sketchbooks are a key component of the learning journey.

Knowledge organisers for each unit encourage the recall of key facts and vocabulary.

Teacher videos from the scheme support staff, who may be lacking in skills or confidence and *pupil videos* allow pupils to see techniques modelled by experts. Staff have also been equipped with A2 sketchbooks and are encouraged to work alongside the children, 'teaching' rather than 'doing' art.

Work is recorded in a variety of ways including the use of sketchbooks, practical tasks and digital pieces. Collaborative work is recorded through photos and pictures are stuck into pupils sketchbooks. Final pieces are kept in a class folder. Evaluation is recorded in sketchbooks.

All art and design resources are ordered so that the scheme can be delivered effectively and 'key staples' are refreshed each year.

Enrichment activities are built in to raise the profile of art and design through competitions, whole-school collaborations and yearly art days. We also run an extra-curricular art club during the summer term and endeavour to make connections with local feeder secondary schools. We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken for example through English work, R.E. and history.

Lesson plans can be downloaded from the Kapow Primary scheme and annotations may be made by teachers particularly when noting down any observations for assessment during the lesson.

Children should have the opportunity to review work, peer assess and use 'mini-galleries' for feedback and evaluation within sessions.

Impact

Our children enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries as well as their many career opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Art and Design assessment procedures, this will ensure that progression of skills is taking place. The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This will be seen in them being able to talk confidently about their work, and sharing their work with others.

Progress will be shown through outcomes and through the important records (sketchbooks, photographs and final pieces) of the process leading to them.

Assessment

Each session has assessment statements, which the teacher can refer to at any point during the lesson. There are also key questions detailed within the lesson plan. Discussion is a key assessment tool and this should be taken advantage of during each session. There are three key elements of assessment within our art session and these are:

- Looking at pupils' work, especially over time as they gain skills and knowledge.
- Observing how they perform in lessons.
- Talking to them about what they know.

We DO NOT mark children's sketchbooks as they are a personal space in which children can take a unique and personal journey. Teacher's marks are not permitted and any written feedback given after the lesson can be stuck in using a post it if needed. Assessment should be undertaken through constructive feedback both from the teacher or peers and the teacher should model how structured feedback helps to improve technique.

As of September 2021, teachers should record children's progress using Working Towards (WT), Secure Understanding (SU) and Greater Depth (GD) on the Art and Design Assessment Spreadsheet which is saved on the central server. This will give an overview of learning against set criteria.

We will be trialling the use of low stakes quizzes to track knowledge at the end of a unit. These can be stuck in books and dated to show progression of concepts and vocabulary. Another useful assessment tool will be the knowledge catcher which can be used at the beginning of the unit as a more open response from pupils then at the end of the unit they can add knowledge that they have learnt in a different colour.

All assessments will help to create an overall picture of art progression across the school.

Inclusion and Differentiation:

All children must have regular access to art lessons appropriate to their stage of development. Challenge is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Sessions have differentiation built in. It is important that teachers 'tap into' the prior knowledge and skillset of all learners as it shouldn't be assumed that children with SEND in core subjects will have difficulties in accessing practical art. There may be provision made for learning key vocabulary and facts with the use of word banks etc.

More-able children should be given tasks, which challenge and are detailed on each lesson plan.

Community Links

We will always make as many links with the local community as possible for example:

- Links with the community fair
- Entry to competitions
- Links with local artists
- West Hallam scarecrow trail
- Links with Erewash Museum

Monitoring and Review

- The art curriculum leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in art.
- The art curriculum leader is responsible for:
 - Supporting colleagues in the teaching of art and promoting or delivering CPD.
 - Keeping informed about current developments in the subject.
 - Providing a strategic lead and direction for the subject in the school.
 - Completing an action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement, as required.
 - Reporting art and design developments to governors.

Laura Birkin 2021

Art and Design Subject Lead