



WHOBERLEY HALL
PRIMARY SCHOOL

Art and Design Policy

Implemented by school: Autumn 2024

Review by: Autumn 2025

Believing  **Achieving**  **Learning for Life**

Introduction

This policy outlines the learning, teaching, organisation and management of Art and Design at Whoberley Hall Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the art and design co-ordinator.

What is Art and Design?

Art is the expression of creativity or imagination. Artists can use a variety of media to create a final piece. The work of influential artists can help us understand changes in society and culture. Art involves exploring, creating and evaluating.

- **Active Art:** *Pupils should have opportunities to experiment and develop their skills using a range of media, techniques and methods across the seven key areas of art in the curriculum.*
- **Identify as an Artist:** *Pupils should be able to identify when they are studying Art as opposed to other subjects. Art provides an opportunity for children to express themselves and be creative whilst developing a range of key skills, knowledge and understanding*

Artists voice: *Pupils should be able to develop historical, cultural and contextual knowledge, learning about a wide range of artists, designers and makers. Pupils should be able to talk about art, craft and design using the correct terminology and subject-specific vocabulary to enable them to develop their evaluations of artworks and to express their beliefs and opinions articulately.*

The Art curriculum at Whoberley Hall is structured into seven key areas of learning which children regularly return to throughout each phase during their time at school:

- Drawing
- Painting
- Collage
- Digital media
- Sculpture
- Printing
- Textiles

At Whoberley Hall, our intent is to create children who are confident, creative, resilient and reflective artists and designers. We are committed to delivering a high-quality curriculum which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design that they feel proud of. This means we provide opportunities for children to explore lots of different making opportunities, as well as thinking creatively and critically about the purpose art serves. We believe all children deserve the opportunity to develop their skills through an inclusive, rich and open-ended creative journey. The children will make good progress in individual lessons but also over time because of the links that have been created across year groups. Our aim is that our children go on to apply these skills across all subjects, as well as in their futures.

Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss art. We encourage all our children at Whoberley Hall to express their thoughts and emotions in a safe and appropriate way. This is embedded in everything we do and Art is a fantastic medium, which can support and empower our children to do this. We teach our children to be reflective of their work and respectful of others. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

We study a range of inspirational artists, designers and craftspeople, including those from our own locality, not so we can make copies of their style, but so we can learn from the way they see the world and explore the impact artists can have on society, shaping history and contributing to our national and local culture. We ensure that

children retain their learning and therefore make progress over time because we have 7 elements of art that we keep returning to and developing throughout the children's learning journey. These elements are: Shape, colour, tone, form, space, texture and line.

Lessons are linked throughout the school by a series of curriculum lenses to help children group link ideas. Each lesson will have one of these as a focus and the teacher will refer to this to help the children make links with what has come before and what comes later. The curriculum lenses for art are:

- Media and Materials
- Techniques
- Effects
- Colour theory
- Emotions
- Visual Language
- Process
- Artists and Artisans
- Styles and periods



Expectations

By the end of EYFS children will:

Use their imagination to create a range of artworks. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. Children will begin to show accuracy and care when drawing. They will use a range of small tools, including scissors, paint brushes and cutlery.

By the end of Key Stage 1 children will:

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will have developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Children will be able to talk 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.

By the end of Key Stage 2 children will:

Create sketch books to record their observations and use them to review and revisit ideas. They will have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Children will be able to discuss great artists, architects and designers in history.

The progression documents shows how each strand progresses through the school.

Art and Design is highly valued at our school and we ensure lessons are fun and purposeful. Children are taught specific skills through exploring, creating and evaluating. Ultimately, we seek to promote high aspirations and to create a life-long love of the subject.

Implementation

Based upon the National Curriculum, Chris Quigley's Milestones and the individual needs of our children, we have created an Art and Design curriculum which sets out the objectives taught in each year group and focuses on developing skills progressively. Children will be taught explicit drawing, painting and colour, collage, printing, textiles, digital media and sculpture skills. They are given time in lessons to practice these and each skill is revisited as the children move through the school enabling them to demonstrate progress. In Upper Phase, children use sketchbooks to experiment, plan and evaluate their own artwork. Children have opportunities to work with different materials and media and are encouraged to develop their personal style. Children are introduced to work by great artists, designers and craftspeople and encouraged to respond appropriately and with respect. Teachers' skilful questioning allows all children to make progress and reflect on learning. Where a natural link can be made, art is woven into to other subjects, like history, to deepen children's understanding and support their understanding of the wider impact of art on changes in society or culture (e.g. Cave Art linked to history of the Stone Age).

Staff Use the National Curriculum as a starting point, and then focus in on Chris Quigley's Milestones to make the skills and knowledge specific to their year group. After an initial 'jotting down' of ideas, staff plan lessons using the topics and milestones. Staff identify key vocabulary, using the tiered vocabulary approach and this is taught explicitly. Staff consider cognitive overload, how to ensure that learning 'sticks' into the long-term memory, cultural capital and the local context, as well as ensuring that lessons are engaging and meaningful. Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge and embed learning over time. Visits or workshops with artists are planned where relevant to encourage high aspirations, ensure that any new learning is reinforced through experience and allow children to experience the awe and wonder of art.

Use of Sketchbooks

Sketchbooks are introduced in Lower phase to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is a personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals.

The contents of the sketchbook may include:

- experiments with using various marking media
- drawings in a range of media that are:
 - a record of what has been seen.
 - preparatory studies for further work.
 - the development of ideas for further study.
- a record of the development of basic skills.
- photographs and other illustrative material to support ongoing work.
- colour schemes and trials.
- a record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit.
- details of something that will be drawn or painted in its entirety.
- Digital media prints and image manipulations.
- Photos or copies of final pieces of artwork

Impact

Our art and design curriculum offers high quality and well planned lessons which encourage progression. At the end of each year the children will have developed a range of skills, been exposed to a variety of media and produced several final pieces of artwork. This will build upon their prior knowledge of using each media. Teachers will use a range of strategies to show that learning has taken place including retrieval quizzes, talking to children about their learning, questions in the plenary, evidence in the books can also help to demonstrate the children's learning. Teacher's will come back to prior learning regularly to ensure that children retain their learning over time.

The impact of the curriculum will be seen through:

- Pupil's will speak enthusiastically about their art and design learning and articulate what they are learning and why it is important.

- Children's artwork will be celebrated and shared widely around the school on displays.
- Children will be excited and passionate about art, keen to participate and speak enthusiastically about their learning.
- Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.
- Children will be aware of the work and impact of great artists, using them as inspiration for their own work and recognising their historical and cultural importance.
- Children will know that different artists lived at different times in history, and that their artwork can help us understand what life was like in different time periods or in different countries/cultures.

In order to ensure our aims have been met, we scrutinise topics through:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Sharing good practice in staff meetings.
- Marking of written work in books against the schools marking policy.

Pupil's who are struggling will be identified by the teachers and work will be differentiated to allow everyone to access the same curriculum content. We will make adaptations to the learning resources for example, children may need larger brushes, less choice of colours, larger/smaller space on the paper to work on, materials that are easier to manipulate. They may also need access to word banks, writing templates or small step guidance to support their learning.

Personal, social and health education (PSHE) and citizenship

Creativity in art and the freedom it can give us to express ourselves means that it can be an excellent way to develop PSHE objectives. Art encourages mindfulness and research shows there are many therapeutic benefits including the calming of anxieties. Art's reflection of society and culture provides a unique vehicle for learning about society, citizenship and British values. We encourage the children to develop a sense of responsibility and respect for others when evaluating artwork. Lots of discussions through art lessons, sharing opinions and taking into consideration other people's views contributes to the teaching of PSHE. Art can also help to boost children's self-esteem and allow them to produce something they are proud of.

Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in art lessons, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for people and the world in which they live. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities through studying and evaluating art by artists from varied backgrounds, cultures and periods in history, including those from our own locality. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

SEND

At Whoberley Hall we teach Art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Art provides a vehicle for children to express themselves and in some cases can be therapeutic for children and help with calming anxieties.

Roles & Responsibilities

The Head teacher will:

- Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the Art Leader) and resources.

The Art leader will:

- Provide sequences of skills and knowledge to be taught.
- Support colleagues in planning and teaching of the subject and in developing their skills in teaching and assessing Art.
- Carry out subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for Art with realistic and developmental targets.
- Compile a portfolio of children's Artwork to evidence progression and examples of good practice for staff to refer to. This will include evidence of whole school projects such as 'Arts week'.
- Keep up to date on new developments in the use of Art in the curriculum and inform staff in staff meetings and training days.
- Promote Art throughout the school with the idea of themed days/weeks and family learning challenges for home.
- Complete Curriculum Effectiveness Review Cycle every half-term around Art.

The Class Teacher will:

- Be responsible for planning and implementing the sequence of lessons for each art unit as set out in this policy.
- Display relevant vocabulary in the classroom
- Display children's artwork so their creations can be celebrated

Resources

Each class is provided with a range of basic art resources at the start of the school year and can request resources specific to their upcoming topics. A large bank of additional resources is kept in the art cupboard and is audited and updated annually.

The school is committed to providing a wide range of quality resources matched to the units in our curriculum, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment/media and by replacing unused resources in the appropriate cupboard safely after use. The class teacher should report damage to equipment or gaps in resources to the Art Leader as soon as possible.

Assessment

Staff assess pupil's understanding of key concepts and vocabulary at the start of a unit through discussion and careful questioning. At the end of a unit children will produce a final piece of artwork/design based on the chosen topic. Teachers will look at final pieces and moderate against the skills taught. Teachers will take photos of final pieces: 2 that represent Greater Depth, 2 Expected and 2 Working towards. In some cases, extra photos of children who are GIFTED and TALENTED may be taken too. The photos taken will be kept in the relevant subject portfolio. All children's final pieces will be in their sketchbooks as a photo or the original artwork.

The concepts, final artwork and vocabulary are monitored by the Art coordinator and provide evidence of progress. This, in addition to other methods, for example, pupil voice, informal observations during lessons, formative assessment, provide further evidence of progress which in turn enables teachers to make a final judgement at the end of the topic on INSIGHT. Teachers assess children as Greater Depth, Expected, Just Below, Below or Significantly Below. Books, photos and displays provide evidence of coverage and are a way of enabling reinforcement of skills and knowledge.