

Vernon Primary School



Art and Design Policy



The vision of the Art & Design curriculum at Vernon Primary School is to provide every pupil with:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
 - The ability to communicate fluently in visual and tactile form.
 - The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
 - An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
 - Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
 - The ability to reflect on, analyse and critically evaluate their own work and that of others.
 - A passion for and a commitment to the subject.

Introduction

This document is a statement of the aims and strategies for teaching and learning in Art and Design at Vernon Primary School. It is based upon the bespoke practice within our school and reflects the National Curriculum.

Art is a visual form of communication where individual ideas and perceptions are expressed through a variety of media. Art is also concerned with the evaluation and understanding of children's own work and the work of artists from different cultures in society past and present.

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

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. The National Curriculum sets out that a high-quality art and 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 children progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design is important because:

- Artistic observation heightens perception.
- It can help develop individuality in thought.
- Knowledge and experience of the work of a range of artists aids cultural understanding.
- Provides opportunities for spiritual development (exploring ideas and feelings, helping to make sense of them in a positive way).
- Design provides social development and the opportunity to learn and to value different ideas.
- Supports children with the development of motor skills, language skills, social skills, decision-making, risk-taking and inventiveness.
- Art experiences can help boost critical thinking, allowing children to take their time in how they observe the world around them.
- Art develops creative and expressive lifelong skills that are applicable within the ever-changing world we live in.
- **Art and Design is inclusive, it allows everyone to be challenged within their own level of learning.**

Teaching and Learning

At Vernon Primary School we embrace cross-curricular learning and being a creative school, Art and Design is very much part of this. We plan using a holistic approach, providing opportunities for real, hands-on experiences to excite and engage. We always ensure that children can see the connection between subjects within a relevant and exciting context.

The key curriculum values for our school are threaded throughout planning across the curriculum, including Art and Design. The curriculum values include: **Creativity and Curiosity; Independence; Respect and Cooperation.**

Reception (EYFS)

Art and Design is threaded through the seven Areas of Learning in the Early Years Foundation Stage. Exploration, knowledge and skills are specifically targeted within the Expressive Arts and Design area of Learning. Within the Early Years Foundation Stage opportunities are created for children to explore colour, texture, shape, form and space in two and three dimensions. Children are encouraged to use their imaginations and respond to sensory experiences using a range of materials. They are supported to express their ideas, feelings and preferences in response to their own and others artwork. Children will be exposed to famous artists and their work during their time in the Early Years Foundation Stage, children will have time to respond and develop their own artwork in the style of notable artists. Children will be exposed to open ended activities and supported throughout their understanding, self-expression, vocabulary and ability to communicate through the arts.

Years 1 to 6

The curriculum for Years 1 to 6 ensures progression and the objectives for the end of each Key Stage are as follows:

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

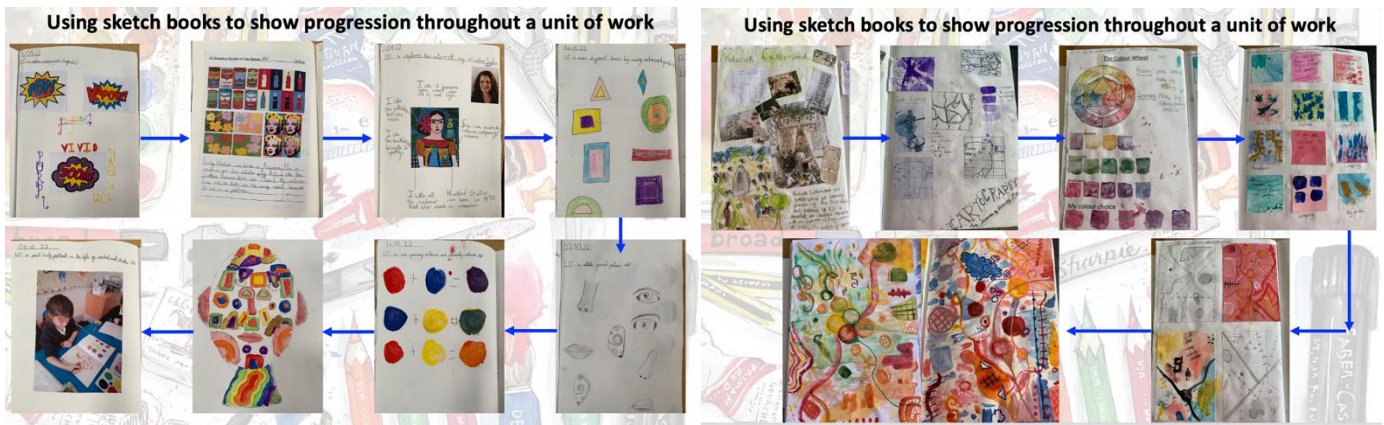
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

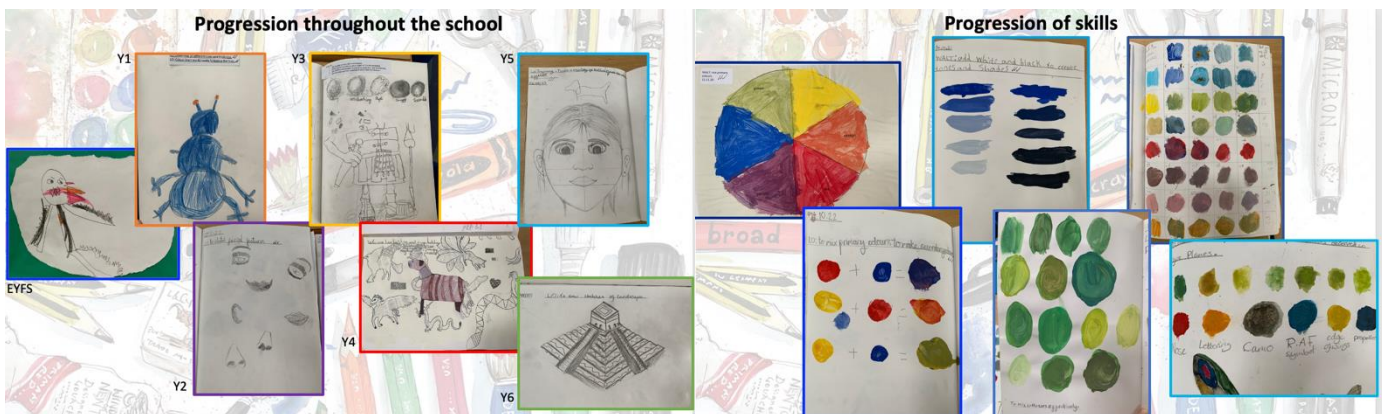
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay
- about great artists, architects and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

Planning and Emphasis in Approach

Teachers plan Art and Design with an emphasis in our teaching on practical experience. At Vernon we have created an ambitious and bespoke curriculum. The Art curriculum has been designed and written by ourselves in line with the National Curriculum expectations. The reason for this is to ensure that our Art provision is linked as much as possible to the local community, which enable children to make meaningful links. In addition to the local links, we have ensured that there is a breadth across different cultures and diverse artists, such as the Greats, African artists, Caribbean artists etc. We encourage individuality in approach and emphasise the importance of children taking control of their own learning through experimentation and the use of a personal sketch book in each class to develop ideas. Sketch books are used from Year One through to Six at Vernon Primary School.



Art and Design planning is based on the National Curriculum. Our Art and Design Curriculum Progression Map gives a whole school overview of the learning objectives as a reference point for progression in Years One to Six; plans for Reception are based on the 'Early Learning Goals', particularly linked to Early Learning Goals for Expressive Arts & Design. Plans are then monitored by the Head teacher, Assistant Head/ Deputy Head teachers, SLT and the subject leader. The curriculum map for each year group identifies the Art and Design focus to be covered in each term and ensures an appropriate balance and distribution of work in Years One to Six. The fundamental skills of drawing and painting are taught within each unit of work and therefore embedded as key skills. Teachers will then create their short-term plan for each term, breaking down the overall end point into attainable objectives which show progression throughout the unit of work. Short term planning identifies the learning objectives for each lesson, prior learning, key vocabulary and a description of key teaching points. SEND provision is also outlined within these plans. Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which may inform future planning.



There will be opportunities in Art and Design to use technology throughout the school, for example during the units of learning which incorporate digital media e.g. within Years 2,3,5.

Tools and materials are organised in a way that makes them readily accessible to the children and children are encouraged to take responsibility for care and storage of tools and materials. Excellence in Art and Design is celebrated in display and performance including:-

- Appropriately mounted displays in class areas and throughout the school, to create a visually attractive environment and to celebrate the work of pupils (see guidelines for display).
- Presentation and display of Art work in assemblies and on other public occasions.

Planning for inclusion

The National Curriculum sets out a number of key principles essential to planning and teaching:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

These principles highlight the importance of schools planning Art & Design teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND) are addressed in full. Children with Special Educational Needs are able to develop confidence and express their feelings in Art and Design, as it is a subject in which success does not depend on academic ability.

Progress and Continuity

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, referring to the Early Learning Goals in EYFS and the objectives outlined in Key Stage 1 and 2.

Formative Assessment

Formative assessment is carried out informally by teachers during their teaching as a continuous process, which creates the teaching and learning cycle. Suitable tasks for assessment include:-

- Small group discussions in the context of a practical task.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Assessment of work in Study Books against the given objective.
- Discussion with children- Pupil voice.
- Mind maps about concepts.
- Observation of children.
- Study book work.
- Display work.
- Marking of work in sketch books – written (ticks against the learning objective) and verbal feedback.
- My Artist Statement- completed at the end of each unit of work for children to reflect on their work.
- Children self-assess each piece of work against the learning objective.

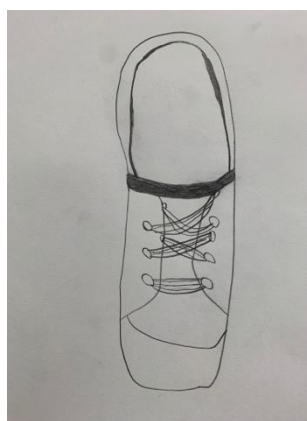
⇒ At the **beginning of each school year**, all children draw an observational drawing of their own school shoe in their sketch book.



EYFS

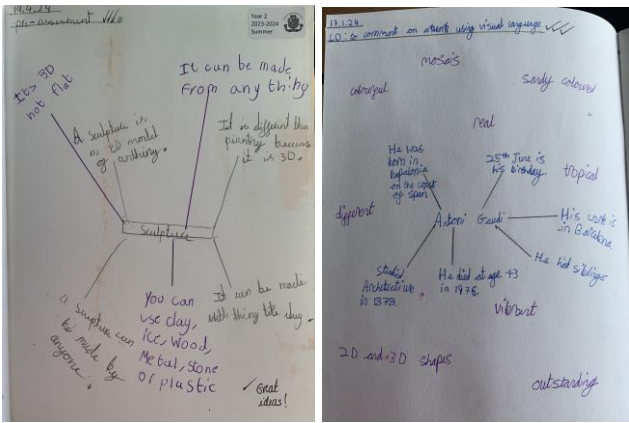


Year 2

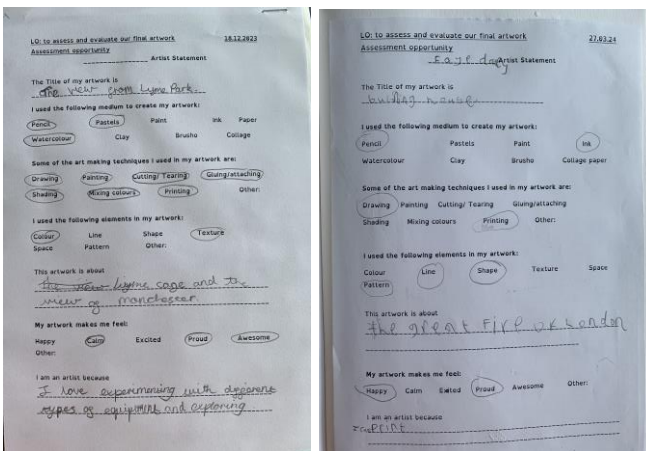


Year 4

⇒ At the **beginning of each term**, all children create a mind-map demonstrating prior knowledge linking to their focus technique for the term. The children add to this mind-map throughout the unit of learning as they develop skills and enhance their knowledge. Children have the opportunity to compare and contrast artwork recapping and revisiting previously studied artists.



⇒ At the **end of each term**, once the children have completed their final piece, all children reflect and evaluate their work using the 'My Artist Statement' evaluation sheet. Children also have the opportunity to add to their mind-map at the end of the term.



Summative Assessment

Summative assessment is carried out at the end of a particular unit of work, at the end of a term, or school year. The assessments inform teachers how well children have understood and retained learning and the progress which they have made. At the end of each term a summative assessment judgement will be given on FFT by teachers using the Art assessment criteria.

Feedback to pupils about their own progress in Art and Design is achieved through discussion and constructive analysis of their work. Feedback aims to help children learn, not to find fault, and encourage them by positive, sensitive, constructive comments. This is often done while a task is being carried out or evaluated. The children are active partners within the assessment process. All artwork in children's sketchbooks is to have a date and a learning objective. The learning objective is then given, one, two or three ticks, this is in line with the school marking policy. Children will then self-assess the learning objective for each lesson with a coloured pencil using the traffic light colours as to how they found the work.

Recording and Reporting

Reporting to parents is done annually through a written report. There is also a Parents Evening in the Autumn and Spring terms and an Open Evening for Parents towards the end of the Summer term.

Responsibilities

The Role of the Art and Design Subject Leader

- To create an Action Plan to develop Art and Design within the school
- To take the lead in policy development
- Support colleagues in their planning
- Monitor progress in Art and Design

'Nobody Else is Quite Like Me'

- Audit resources in the school
- Take responsibility for the organisation of staff resources
- Share in the organisation of pupils resources
- Take responsibility for organising and creating displays from all year groups around school

The Role of the Class Teacher:

- To develop and update skills, knowledge and understanding of Art & Design
- To identify CPD needs and attend training sessions
- To plan and teach effective, inspiring Art and Design sessions
- To provide valuable, regular feedback to pupils
- To track progress of pupils in Art and Design
- To ensure teaching assistants are aware of the role they play in Art and Design lessons

Classroom helpers are used in Art and Design to assist:

- In the class area by preparing materials and supervising group activities
- On outings and visits to galleries and museums
- In providing other help, such as demonstration of specialist skills

Resources

Day to day resources are kept clearly labelled in individual classrooms. In addition to this there is a central art store which stores general and specialist equipment to be shared across the school.

This includes:-

- A variety of regularly used tools for painting and drawing e.g. pencils, charcoal, graphite, inks, paints
- A selection of papers and card, of various sizes and colours
- Tools and materials for collage work, modelling and clay
- Tools and materials for printmaking, textiles, sculpture

Pupils are instructed in the correct and safe use of tools, equipment and materials

Information Technology is a resource which is used in Art for:-

- On screen painting, drawing and design using appropriate software packages.
- Using technology as a resource to aid digital media, such as animation, installations and editing work
- Researching artists and different styles of work.

The Reading Hub is used in Art for: Reference – a selection of books on various movements is available

Health and Safety Issues in Art include:-

- Use of materials, tools and techniques in accordance with health and safety requirements. A health and safety checklist is completed in line with the schools Health and Safety policy.
- We do not have a kiln in school.
- Appropriate storage of tools and materials.

Monitoring and Review:

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Eve Worthington

Subject Leader for Art and Design

Policy date – June 2024

Review Date – June 2027

Ratified by Governors – June 2024

Appendix 1

Guidelines for display of work

Why Display?

- Gives value to children's work
- Can be used as a stimulus, starting point
- Can be used as an interactive tool, developing learning throughout a theme
- To provide information
- To set standard of work
- To create a pleasant environment, convey the ethos of the school.

What should be displayed?

- Children's work to reflect all areas of the curriculum, labels and writing enhance displays
- Interactive displays – (activities to play with, questions etc.)
- Artefacts
- Books
- Explanations

How should we display things?

- Mounted in appropriate, complimentary colours – consider carefully merits of various colour combinations. Often neutral colours help to enhance brightly coloured work.
- Children could create their own backing paper, creating a textured effect. This helps children be involved in decisions about displays.
- Displays often don't need borders, if using one, be creative. If using one, measure borders precisely and take care to mount work evenly. Width of border may vary from display to display.
- Choose colours that add to the quality of the work.
- Drapes should only be used when they add something to the appearance of the display – colours should be appropriate.
- Work should be fixed unobtrusively with staples or blue tac – drawing pins and sticky tape should be avoided.
- Attention should be given to the background covering – corrugated card, Hessian or textured paper in subdued colours.
- Different levels can be created by the use of torn paper to mount work or hanging writing on strips of corrugated card in front of the display.

Where do we place displays?

- In classroom areas
- The hall
- Entrance hall
- 'New walls' can be created by using dividers, screens and card, creating a more compact area to display work.
- Displays should be kept at a low level, so children can access them.

When do we create displays?

- As a starting point to begin each theme and to develop work throughout a theme
- Displays should be changed regularly
- Displays should not be done during the school day unless children are involved in the setting up