



St Anne's Church of England Primary School and Nursery Art Policy

Reviewed November 2023
Next review November 2024

Rationale

At St Anne's Primary School, we believe that teaching and learning in art is important because it stimulates enthusiasm, curiosity, creativity, and imagination. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children's Laureate.

High quality art education equips children with the skills to explore, experiment, create and invent their own work of art, whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, the children should understand how art has changed their landscape, culture and history. Art fires the children's imagination and is a fundamental means of person expression.

Art & Design enables children to communicate what they see, feel and think through use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. We take pride in displaying the children's art throughout the school for all to see.

At St Anne's we follow the Kapow Primary Art and Design scheme of work. This aims to inspire pupils and develop their confidence to experiment and invent their own work of Art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts of the world, as well as learning about the rich heritage and culture of the British Isles and beyond. Kapow Primary Art & Design scheme of work supports pupils to meet the National Curriculum end of Key Stage attainment targets and has been written to fully cover the National Society for Education in Art & Design's progression competencies.

- We teach the compulsory strands of drawing, painting and sculpture, as well as collage and printing.
- We chose these areas as the others can be incorporated into DT
- Our progression document has a focus on the children knowing more and remembering more as they progress through school.

Aims

At St Anne's CE Primary School, we aim to offer opportunities for pupils to:

- Foster an understanding and enjoyment of art, craft and design and provide opportunities for studying contemporary, modern and traditional art
- Experience a broad and balanced range of art, producing creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques by using a range of tools, media and processes through art, extended and enrich other curriculum areas

- Know about great artists, crafts people and designers and the historical and cultural development of their art, analysing and discussing their work to develop their artistic vocabulary and using subject-specific language
- Meet the end of key stage expectations outlines in the National Curriculum for Art & Design
- Develop their ability to observe, investigate, respond and to record the world around them through a growing variety of forms and media
- Show development of ideas and their own skills with a sketchbook

Role of the Subject Leader:

The role of the subject leader is to:

- Advise and support staff in the teaching of art using Kapow
- Support staff with art technique
- Monitor planning as part of an on-going subject monitoring and evaluation of practise
- Use feedback from staff voice questionnaires to develop an action plan for Art with realistic and developmental targets
- Audit art resources, ensuring they are readily available and well maintained
- Keep up to date on the use of Art in the curriculum
- Promote art throughout the school e.g. art activities for different events throughout the year
- Monitor the use of sketchbook throughout the school
- Listen to the children's ideas through pupil voice conversations

Teaching and Learning

Early Years Foundation Stage

Before embarking on Key Stage 1 work, many children will have attended reception and nursery classes, where they will have had opportunities to find out and learn about the world they live in.

The Foundation Stage curriculum provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpins the curriculum planning for children aged three to five. The children's learning includes, art, designing & making, dance, role-play and imaginative play. The range of experiences are enjoyable and imaginative.

The different aspects of the arts are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum; however, elements can be found in other areas of learning (physical development, Literacy and Numeracy). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teaches plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 & 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experiences. Our planning includes opportunities for:

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work using sketchbooks
- First-hand experience

- Visiting artists to work with children to give them the experience of working with a professional
- Use a range of materials (2D and 3D), ICT, artefacts and visits out to surrounding areas
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school

Continuity and Progression

The school ensure curriculum continuity by close liaison between staff and the planning stages.

Key Stage 1 pupils should be taught to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- Learn about work of a range of artists, craft makers and designers, describing the difference and similarities between different practises 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:

- Use their sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of Art & Design techniques, including drawing, painting and sculpture, with a range of materials (pencil, charcoal, paints, clay)
- Learn about great artists, architects and designers in history.

Coverage of Skills

Drawing skills are to be taught and developed continually throughout the year. The remaining six elements will be covered where they best fit in with the curriculum. These are:

1. Digital media
2. Painting
3. Printing
4. Textiles
5. 3D
6. Collage

Time Allocation

All children are taught approximately 45 minutes of Art every week. We alternate Art & Design, with Design Technology every other half term.

Recording Response

Each child has their own Art and Design sketchbook, which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio. The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey to the final

piece of work. The children are encouraged to think of it as a place to practice, develop and focus on their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists. To develop the children's substantive knowledge, they should explore how art is made and the history of artists and their creations.

To develop the children's disciplinary knowledge, the children will engage in discussion about art through their sketchbooks and use key vocabulary associated with the different elements of art. Work should be dated with a learning objective which provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work
- Practise drawing techniques such as shading, perspective and drawing from their different viewpoints
- Experiment with different colours, patterns, textures and materials, giving their opinions on their preferences and ideas
- Record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of the things the children want to make
- Making observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines
- Gather information to give specific knowledge of how things are made or work

Cross-curricular Links

At St Anne's Primary School, we believe that making links between curriculum subjects and matters, skills and processes will deepen the children's understanding by providing opportunities to reinforce and enhance learning. Most of the formative assessment at St Anne's Primary School will be taken from cross-curricular work where children are applying matters, skills and processes in independent learning. Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT
- Literacy and numeracy
- Spiritual, moral, social and cultural development

Use of ICT

ICT enhances our teaching of Art & Design. Children use software to explore shape, colour and pattern in their work, e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using iPads. They can record their observations and manipulate them through editing or painting software to create their own designs. The children can also use the internet to find out more about the lives and works of famous artists and designers.

Literacy

Art & Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They can compare ideas, methods and approaches in their own work and that of other children, and so say what they think and feel about them.

Mathematics

Art & Design contribute to the teaching of mathematics in our school by giving opportunities to develop children's understanding of shape and space through work in two and three dimensions.

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 give 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 encourage 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, cultures and religions through their work on famous artists, designers and craftspeople.

Organisation

Art is taught discreetly within a topic with the children then being provided with opportunities to develop their skills in cross-curricular activities independently.

Activating Prior Knowledge

Using prior assessment information to guide activities and strategies enables teachers to accurately identify the start point for learning.

Learning Objective

Based on prior assessment information and outcomes from the activation of proper knowledge, teachers identify ordered learning objectives, provide by Kapow, for each year group within the class to ensure that progress in learning is made. Learning objectives and success criteria are to be shared with the children at the beginning of each Art & Design lesson, so that children know their learning steps throughout the lesson.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources. Children need to be taught how to:

- Use tools and equipment correctly
- Recognise hazards and risk control

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning, we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to whole class and group work.

Differentiation

The teaching of Art & Design needs to consider the varied abilities, attitude and individual needs of the children. Art lessons can be differentiated by outcome, however, if a skill or activity is deemed

inappropriate for a child or group of children, alternatives will be planned, which best suit their needs.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes:

- Questioning
- Use of equipment
- Mixed ability grouping to enable children to offer peer support

Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A few of the children at St Anne's Primary School have been identified as having a real talent for art in our school.