



## Art and Design Policy

## **Subject vision statement (Ill statement from website)**

### **Why do we teach what we teach? (Our intent)**

At Oak Green School, we believe that art and design is a critical part of the children's education where risk-taking and first-hand experiences are at the core of their learning. Children are encouraged to develop their imagination and creativity, aiding them to confidently express themselves, as well as develop an appreciation for art.

The children are given many opportunities to find out about a wide range of artists, craft makers and designers, ensuring they understand the historical and cultural developments of their art forms. We strongly believe in the importance of children not only studying great artists but also being exposed to artists from their own cultural heritage.

### **How do we teach it? (Our implementation)**

At Oak Green School we use Curriculum Maestro as the basis of our art and design Curriculum which helps to ensure continuity and progression throughout the year groups, returning and retrieving key knowledge, skills and vocabulary before progressing onto new knowledge, skills and vocabulary. We have made this curriculum our own, making links to our local area and the making it relevant for the children within the school as well as ensuring all children access the learning through adaptive teaching. Pupils learn to experiment with a wide range of media and build on their knowledge and skills each year focusing on three key areas: drawing, colour, sculpture; this is supplemented with the addition of architecture, printing, computing and collage in KS2. These connect strongly to the topics which they learn about so that children have an awareness of their multidisciplinary skills, giving them opportunities to express their creative imagination as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

### **What is the difference that this makes? (Our impact)**

Children at Oak Green will experience a way of expressing themselves through art and develop a growth mind-set as they will learn that art is not subjective. Through art and design they will learn to be proud of what they are able to achieve by making creative decisions for themselves. The children will begin to develop awareness of the emotional impact the arts have on themselves and on an audience. They will be better prepared for giving and receiving constructive feedback on their work that will prepare them throughout their life when faced with real-world situations as they continue their learning journey throughout Oak Green and beyond. Ultimately, the children will meet the aims outlined in the intent.

### **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.

### **Teaching and Learning (including planning and resources)**

Art and Design

## **EYFS**

In EYFS, children are exposed to different elements of art and design through the areas: Physical Development and Expressive Arts and Design. These are devised through strands of: Humankind, Materials, Creativity, Nature, Place & Space, Comparison and Significance. Teaching of this occurs through our WOW lessons and extensive continuous provision, in which children are exposed to different arts materials, imagination opportunities, junk modelling, different media, creations, different artists. At Oak Green, we ensure progression throughout EYFS and through the different stages of progress between Nursery, Pre-school and Reception, all children learn through self-discovery and play through the three characteristics of effective learning: playing exploring, active learning and creative and critical thinking.

## **KS1**

In Key Stage 1, each autumn term begins with essential skills and knowledge projects. Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues. In Year 1, children explore themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

During Key Stage 1, our pupils will:

- Develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes.
- Learn about the role of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Begin to understand colour, shape, space, pattern and texture and use them to develop their ideas – try things out and change their mind.
- Experiment with a range of drawing media and explore ideas from first-hand observations.
- Use a simple graphics package to create images and effects.
- Review what they and others have done and say what they think and feel about it.

## **Key Stage 2**

In Key Stage 2, each autumn term begins with essential skills and knowledge projects. Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours. Children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. They develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of Taotie and the significance of the Expressionist movement. In Year 6, children are encouraged to work more independently in projects like Environmental Artists and Distortion and

Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers. During Key Stage 2, our pupils will:

- Use their developing creativity and imagination to question and make thoughtful observations about starting points and select ideas in their work.
- Select and record from firsthand observation, experience and imagination, and explore ideas for different purposes.
- Build on their skills and improve their control of materials, tools and techniques.
- Compare ideas, methods and approaches in their own and others' work and say what they say and feel about them. Adapt their work and describe how they might develop it further.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Experiment with ways in which surface detail can be added to drawings.
- Use sketch books to collect and record visual information from different sources.
- Draw for a sustained period at an appropriate level.
- Record, collect and present recorded visual information using digital cameras and video recorders. Use a graphics package to create images and effects.

### **Assessment and Monitoring**

Through regular monitoring of Art and Design the curriculum provides children with bespoke engaging and creative lessons that are appropriate to the national curriculum and skills progression within school. The Early Years showcase children's creative pieces through displays. Key Stage 1 and 2, each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, classroom displays, teacher planning and lesson observations.

In addition, we:

- Assess children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

### **Equal opportunities/ Inclusion**

This policy applies to all children regardless of their preferred gender description, ethnicity, colour, ability or disability, English language proficiency, religion, lifestyle or nationality. The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. All children are challenged through provision, especially 'more able' pupils in Art and Design. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, targeted adult support or intervention strategies, mixed ability groups in investigative work which can be beneficial to all learners etc. Vocabulary will be reinforced for all children, in particular EAL pupils, e.g. through displays etc.

### **The role of the subject leader and monitoring standards**

The Subject Leader's role is to secure high-quality teaching, effective use of resources and the highest standards of teaching and learning and achievement for all pupils.

Objectives for subject leadership include:

- To ensure pupil entitlement to the National Curriculum
- To continuously raise standards of pupils' achievement at all levels

- To foster enjoyment and satisfaction in the study of the subject
- To enhance the teaching of the subject

and principal responsibility areas include:

- Strategic direction
- Teaching, learning and the curriculum
- Leading and managing staff
- Managing resources

**To be read with (other policies):**

- Curriculum Policy
- Teaching and Learning Policy

**Monitoring and review**

Mrs. Hannah Davis (Art Lead)