Sedlescombe Church of England Primary School

Art & Design Policy 2020 – 2023

Adopted	January 2021
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

INTRODUCTION

The National Curriculum Purpose of study for Art and Design states that:
"Art, craft and design embody some of the highest forms of human creativity. 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 pupils 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 education supports young people to develop transferable skills, improve overall academic success, boost self-confidence and develop an attitude of questioning. As children learn to observe the world around them more closely, so that world then invites them in, offering new experiences and opportunities, and providing differing perspectives.

INTENT

Art & Design Vision Statement

At Sedlescombe Church of England Primary School, we regard art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

It is our vision that Art and Design will be an inspiring, relevant and inclusive subject that supports children to develop our key learning behaviours and skills for life.

Aspiration
Art and Design aims to encourage aspirational learning by providing every child with opportunity to be inspired by, and achieve success through the arts. Children will be supported to find enjoyment in art and creativity, and to discover a sense of purpose and fulfilment in artistic expression. This will support children to develop an understanding of the role of the arts in society, including as a career.

Creativity
Art and Design will foster creativity by ensuring all children experience the richness of a broad art curriculum. Throughout their school career, children will be consistently provided with quality opportunities to appreciate a wide range of artists and art works, and to experiment with a range of media in a range of contexts.

Curiosity
Through Art and Design, children will be given opportunities to develop their curiosity by engaging with a variety of art forms, and through exploring values, attitudes, feelings and meanings.

Courage
Children will develop an understanding of the artistic process and a wider interpretation of 'Art' as a subject which represents more than the traditional artistic talents of drawing/ painting etc. Children will be supported to develop positive self-image and confidence. They will develop a range of transferable skills, including the creative use of imagination and considered risk taking.

Cooperation
Through Art and Design, children will be provided with opportunities to work independently and in teams, to share arts experiences and present artworks to others. Children will learn to value and respect their work and the work of others. They will be exposed to art works from different places, cultures, and periods in history.

Independence
Art and design will support children to develop their observational and description skills, and to express their ideas and feelings through creative work. Children will learn to use a range of materials and techniques competently and will be encouraged to take active and independent involvement in all opportunities.

Curriculum Aims

The National Curriculum 2014 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 form.

Objectives:

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.

In Key Stage 1 art and design, pupils should be taught to:

- 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.

In Key Stage 2 art and design, pupils should be taught to:

- 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.
- 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

Art and Design Principles

At Sedlescombe, our key principles for the teaching and learning of Art and Design focus on the development of three distinct strands:

Art History
Which seeks to get children to talk about art, understand its historical context; to provide children with the chance to view a culture or political statement through the artwork created.

Art Appreciation
Which teaches children to look at and respond to art; to be able to question art and think like artists. Thinking visually requires visual literacy- learning to read images and understand what they say. Thinking in this way means we engage our imaginations and physical responses.

Development of Artistic Skills
Which teaches children the skills with which to express ideas, images and feelings and enable children to respond emotionally and intellectually to sensory experiences through their own works of art, craft and design.

Art and Design Planning Cycle

At Sedlescombe we follow Access Art's approach to planning, which sees the subject broken down to be taught in four-stage cycles. An example is given in Appendix 1. These stages are:

Generating Ideas: Through sketchbook use, through looking and talking, and through experimenting with materials.

Making: Which incorporates the range of different media and development of skills.

Knowledge & Understanding: Including technical and formal knowledge, as well as experiential understanding.

Evaluating: Focus on intention and process, which may not always be apparent in the end result. Expressing and listening to views and opinions.

By its very nature, Art & Design is linked easily across the curriculum within topic areas. In order to provide a rich and stimulating context, Art & Design at Sedlescombe is linked to specific themes based on wider curriculum design as set out in Cornerstones' Curriculum Maestro.

In Key Stage 1 the children will be taught:

Year 1					
Enchanted Woodland	**Memory Box**	**Moon Zoom**	**Dinosaur Planet**	**Splendid Skies**	**Bright Lights, Big City**
Pattern Using natural materials **Colour** Developing techniques	**Texture** Collage *Artist study: Henry Matisse*	**Printing** Digital art	**Form** Large and small scale modelling	**Colour** Painting RSW *link- Sonia Delaunay*	No Art & Design Focus
Year 2					
Street Detectives	**Towers, Tunnels and Turrets**	**Muck, Mess and Mixtures**	**Wriggle and Crawl**	**Beat, Band, Boogie!**	**Land Ahoy!**
Colour (painting) Famous local artists Creating views from the local area	**Form** Modelling **Pattern** Geometric Shapes based on: ***Artist Study*** *Paul Klee 'The Castle in the Sun'*	**Printing** Food landscapes ***Artist Study*** *Carl Warner* ***Artist Study*** *Barbara Hepworth*	**Drawing** Observational drawing of insects	**Form** Creating Instrument (modelling)	**Drawing** Observational drawing of seascapes ***Artist Study*** *Hokusai 'The Great Wave'*

In Key Stage 2 children will be taught:

Year 3					
Predator!	**Gods and Mortals**	**Mighty Metals**	**Scrumdiddly-umptious**	**Tremors**	**Flow**
Colour Pop Art **Artist Study** David Hockney	**Form** Sculpture; Greek art and design	**Drawing** Illustrations linked to class text	No Art & Design Focus	**Colour (painting)** Creating mosaics	No Art & Design Focus

Year 4					
1066	**Burps, Bottoms and Bile**	**Traders and Raiders**	**Blue Abyss**	**Warriors**	**Misty Mountain**
Texture The Bayeux Tapestry: Embroidery	No Art & Design Focus	**Pattern** Anglo Saxon patterns Printing- Creating Print Blocks	**Drawing** Observational drawing of Sea creatures	**Colour** Mosaics	**Form** Clay mountains
Year 5					
Peasants, Princes and Pestilence	**Stargazers**	**Pharaohs**	**Scream Machine**	**Allotment**	**Time Traveller**
Printing Illuminated Letter	**Colour** Painting ***Artist Study*** *Van Gogh 'Starry Night'*	**Form** Headwear; Pots **Pattern** **RSW Link** *Gustav Klimt*	**Drawing** Photography and Image Editing	**Drawing** Botanical images **RSW Link** *Marianne North* **Colour** Botanical images	**Texture** Collage ***Artist Study*** *Salvador Dali*
Year 6					
Hola Mexico!	**Frozen Kingdoms**	**Blood Heart**	**Tomorrow's World**	**A Child's War**	**Darwin's Delight**
Form Sculptures Day of the Dead skulls ***Artist Study*** *Maya Stelae*	**Colour** Traditional Inuit art; The Northern Lights	**Drawing** Accurate/ scientific sketches of the heart **Form** Sculptures of the heart **Colour** Abstract and modern techniques		**Drawing** Portraits **Colour** Blitz scenes involving silhouettes RSW Link- *Edward Bawden*	**RSW Link** *Simon Patterson 'The Great Bear'*

Skills Coverage	
Drawing	
Colour (inc paint)	
Texture	
Form	
Printing	
Pattern	

Progression of skills in each of these areas of Art and Design (from EYFS to Year 6) is included in Appendix 2 and should be used alongside this document when planning Art and Design activities.

Sketchbooks:

Sketchbooks will be used from Year 1 onwards to:

- Collect information, sketches and resources
- Present and develop ideas
- As a visual reference
- Annotate and reflect on ideas and experiments (refer back to Lesson Objective)

Children's sketchbooks will move through the school with the children. This is important because for skills and knowledge to become embedded, they need to be revisited. By having a book which goes through the school with them, the children's progress over time can be recorded. Children can take photographs/ photocopies of their pieces to take home as part of their Learning Journey.

Special Educational Needs and Disabilities

Through a wide range of creative activities, every child will be encouraged to explore a range of media and experiences. Teaching strategies will take into account the individual needs of every child and children with SEND will be supported, where necessary, with differentiated materials, tools and tasks.

It may be necessary to make adjustments to enable all children to access the curriculum and be successful learners in Art & Design. These might include: providing specialist equipment such a pencil grips; adapting room layouts; utilising adult support and allowing additional time to complete tasks. Pupils with SEND often find designing activities problematic. A variety of scaffolds may need to be offered to ensure pupils can access and produce successful initial design work. Some children may require one-to-one support during physical making tasks, but it is important to encourage independent working.

The creative nature of Art & Design as a subject, as well as a focus on intent and process, rather than simply on outcome provides all children the opportunity to achieve and be successful.

Equal Opportunities

As a school we are committed to providing all children with learning opportunities to engage in Art & Design. Art benefits from fewer stereotypes and biases than many other subject areas. We aim to make it accessible to all children and opportunities are provided to develop the creative potential of every child, regardless of gender, ethnic origin, social and cultural background, religion or disability.

Health and Safety

It is essential that class teachers ensure the health and safety of children at all times. Learning in Art & Design does, at times, have some risks associated due to the nature of the materials and tools the children may need to use. Therefore, when working in Art & Design there needs to be:

- Careful selection of materials and equipment to ensure that it is appropriate to the age of the children and that there are appropriate supervision levels.
- Consideration given to the organisation of the work area within the classroom to ensure that children can complete tasks with enough space and without endangering each other.
- Clear demonstration of techniques and safe practice which is the basis of good health and safety practice.
- A curriculum risk assessment completed.

Additional support and advice on safety can be found on the CLEAPPS website. The link to the website is: http://primary.cleapss.org.uk/Resources/Doing-Things-Safely/

IMPACT

Assessment Recording and Reporting

Formative Assessment

Formative assessment should be used within lessons to assess children's understanding and to adapt and change teaching to meet the needs of the children in the class. Each class is different and the children will have different interests and experiences that will impact on their learning. It is important to reflect on these when planning.

Formative assessment will also inform the skills and knowledge that need to be developed in subsequent Art & Design teaching to ensure that gaps in knowledge and skills are addressed and children make progress over time.

Summative Assessment

Although there are no national standards set in art for primary-aged children, it is important to track children's progress and attainment against the National Curriculum objectives. Children will be judged as Working Towards, Working At or Working Deeper in each assessment criteria.

This summative assessment will build up a profile of the strengths and areas for development for each child as they progress through the school. This developing profile can be used to inform planning and teaching and to offer children additional support and challenge where needed.

The assessment criteria will need to be applied to a range of work in different contexts.

Monitoring & Review

Monitoring will be undertaken by the Subject Leader in line with the Subject Leadership Policy and where the subject lies within the review cycle.