

# Bitterne C of E Primary School



## Policy for Art and Design

At Bitterne CE Primary school, we encourage children's creativity and individual expression allowing the children to respond creatively based on their thoughts and ideas. Throughout their whole school experience, they will get the chance to look at how art is created through different media, for example paint, clay, and cloth, as well as looking at the work of prominent and significant artists who have influenced creative development throughout history. As their art skills are built upon over the years, the children will be provided with the opportunity to record their own thoughts and feelings about the art they are exposed to, with the chance to evaluate and analyse their own work and the work of their peers. Through engaging art lessons and the opportunity to adapt and create their own version, we encourage children to develop their own artistic voice for use in the wider world and throughout their life.

Headteacher  
Andy Peterson

<b>Review by</b>	Leadership Team and Full Governing Board	<b>Authorised by</b>	Leadership Team
<b>Last Review</b>	June 2021	<b>Date</b>	
<b>Next Review</b>	June 2024	<b>Review Cycle</b>	Every 2 years or sooner if required
<b>Subject Lead</b>	Kathryn Matthews	<b>Link Governor</b>	Matt Healey

Signed for Governors:

## **The Nature of Art and Design at Primary School**

“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.”

NC 2014 Art Purpose of Study

## **The Nature of Art and Design at Bitterne CE Primary**

At Bitterne CE Primary School, we facilitate the children’s creative minds and artistic development through the school’s Christian values of Love, Trust and Forgiveness. We believe that creativity inspires and enhances everyday experiences, helping others to see the world around them in a new light. Through love, the children gain new insights into the beauty of nature and develop creative ways to express their thoughts and ideas. Through trust, children learn that new ideas and different forms of creative expression are valued and worth pursuing. Through forgiveness, children learn that practise and mistakes are part of the learning process and that no matter the result, this learning and any errors can be used to build upon or develop new ideas for their own creative expression.

Throughout their time at Bitterne CE Primary all children will be given opportunities to explore and develop art through a variety of different forms through both informal teaching and carefully tailored lessons. By looking at a wide range of artistic forms of expression, the children will be given the opportunity to develop their own art styles and passions whilst building upon the foundation skills which all artists learn. The carefully tailored curriculum allows children to learn about and explore a wide range of art styles from the unique post-expressionism style of Vincent Van Gogh to the famous pop-art of Andy Warhol and even the contemporary sculptures of Andy Goldworthy.

## **The National Curriculum**

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.

*NC 2014 aims*

### **Art in the Early Years Curriculum**

In Reception, the children learn to explore a variety of materials, tools and techniques through painting, drawing, collage and using a variety of construction resources. They will be encouraged to and provided with the opportunities to explore and create their own art work based on their interests and topics covered throughout the year. All artistic learning links in with the Expressive Arts and Design strands of the 2021 Early Years Curriculum which is split into Creating with

Materials and Being Imaginative and Expressive. Art in Early Years is a lot more fluid and unlike the rest of the school will not be taught in specific units as the two relevant strands of the curriculum will be taught as a continuous progression over each term.

### **Art in Key Stage 1**

In Key Stage 1, pupils are taught different skills and techniques which help form the building blocks for working with colours, patterns, different shapes, form and linework. Colour mixing, blending and line work are integral parts of the art curriculum and through carefully thought out lessons the children learn new skills and get to work on different techniques. Through exploration and learning by doing, the children get the opportunity to learn about a range of different art styles, artists, designers and how art links together. They are taught how art has inspired people for years.

- Year 1: Starry night silhouettes, watercolour daffodils, painted sea creature models
- Year 2: Bonfire night pop-art, personal coats of arms, African shadow pictures

### **Art in Key Stage 2**

In Key Stage 2, the children continue to build upon the skills and techniques taught in Key Stage 1 in their very own sketch books which hold all their practise and final pieces for every art unit. By keeping the work in a sketch book, they can see how their art style develops over the years as well as how their skills have improved. Colour mixing is explored further focusing on creating specific shades, they learn different pencil techniques including stippling and cross hatching, and further individualism showing mastery is encouraged based on different art styles.

They 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.

- Year 3: colour block Southampton landscapes, pastel volcanoes, plant themed flower pots
- Year 4: Egyptian canopic jars, Tudor print work, water colour coastal paintings
- Year 5: core value pointillism paintings, Viking collages, foil Greek-style statues
- Year 6: Empty cross stain glassed pictures, nature recycled sculptures, WW2 themed sketched postcards

## **Links Across the Curriculum**

Art should make clear links to other areas of the curriculum and teachers should reinforce their high expectations of reading, writing and maths in art lessons. Links should also be made, where appropriate, to other areas of the curriculum.

### **Links to personal Development**

**Spiritual Development:** This is achieved through helping children to recognise the beauty and symbolism in different art forms and styles. The children will have the opportunity to explore what is important to them and to learn what sparks inspiration and a range of emotions.

**Moral Development:** Within art, the children get the opportunity to look at what is important to them and why. They have the opportunity to think carefully about what they are creating and how

they can portray specific meaning. Some year groups focus on creating specific art pieces portraying issues such as global warming, conservation and habitat preservation and war.

**Social Development:** Discussion in art is a big part of the curriculum and through this the children get the chance to evaluate their thoughts and ideas as well as the ideas of others. Through looking at artists and critical receptions to art work, they get the chance to explore how art has impacted society and how it can influence other artists including themselves.

**Cultural Development:** By exploring different styles, movements and key features of work, the children get a chance to explore how different cultures, such as the ancient Greeks and African tribes, create artwork and represent their thoughts and ideas. As they move up the school, the chance to compare and explore key themes and features of different artwork is more involved and influences the lessons they are taught.

### **Links to English**

Art links closely with English through labelling, reading facts and information, and careful listening skills in order to learn new techniques. Speaking is also a key part of art as they need to discuss what they already know, talk about techniques and styles, and verbally evaluate their work and that of others. These cross curricular skills used during art lessons should be reinforced by teachers through high expectations of literacy skills and the desire to create neat, concise annotations or evaluations. They should also be highlighted to show how literacy skills link to wider learning.

Within art the children are exposed to new vocabulary as well as recapping art specific language, which should be taught and modelled accurately by all staff, pupils and volunteers in both spoken and written work. All written work should be made at the same standard as the work expected in their English books. Please refer to the English Policy for further information.

### **Links to maths**

Links to mathematics are a lot more fluid and involve thinking about concepts such as size, position, tessellation, patterns, symmetry and shapes of objects. The children have the opportunity in art to think about their learning of mathematics and how they will apply this knowledge to the drawings, sculptures, paintings and other forms of art which they make. Again, all links made to any area of mathematics should be explicit, and reinforced through high expectation. Please refer to the policy for maths for further information.

### **Links to Design Technology**

A closely linked subject, Design Technology impacts art learning by allowing children to explore similar units, such as work with clay, and provides them with more opportunities to use different tools, materials and techniques in a slightly different way. Children get to continue to build up their knowledge and skills as well without having to apply that directly to specific learning outcomes.

## **Inclusion in Art**

Every child is entitled to Art and Design education and should make good progress. This is achieved through high quality lessons, carefully tailored planning to suit the needs of individuals either to challenge and extend them or to guide where help is needed; accurate and relevant

assessments which reflect the learning that has taken place; high quality marking and feedback from staff and peers; and quality teaching from any and all staff.

### **Inclusion of SEND in Art**

Teachers should at all times ensure that specific needs are catered for and that appropriate challenge occurs for everyone so that all are able to access the learning and equal progress can be made for all. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group or Woodlands group, the curriculum overview as well as the progression of skills provides opportunities for children to develop their art skills at a level appropriate to their development. Teachers liaise with the Shooting Stars and Woodlands Leads to ensure learning can be reinforced back in the classroom and how art units can be taught to coincide with the learning taking place there.

### **Inclusion of Greater Depth in Art**

All children in art should have the opportunity to be challenged and extended regardless of their ability. Those working at a more able or a 'Greater Depth' level should be catered for and provided with extra opportunities to extend their learning whilst learning new skills and techniques. This will focus on a higher level of independence for their art work as well as detailed explanations and clear modelling of techniques to other children or to members of staff. Opportunities for further self-expression and creative choice should be emphasised allowing those children to explore their own art identity, passions and interests from their learning.

## **Planning**

All planning for Art across the different year groups should come from the National Curriculum programmes of study for each key stage. Every art lesson planned for needs to show careful consideration about the materials, techniques, styles of art and artists associated with the learning that is taking place. Teachers should be aware of the styles of art taught in the lessons. The different styles are broken down into the following categories:

- drawing
- colour
- form
- pattern
- texture
- knowledge

The planning for Art and Design should follow the agreed overview for each year group, outlining the 'Learning Journey' over a unit with a clear expected outcome. The learning will be progressive and will follow the agreed progression of skills across the school, to ensure the children are taught the skills, knowledge and understanding needed so that by the end of the unit good progress is evident. All planning should dedicate appropriate time to children working in art for a sustained period of time for both teacher structured work and independent work. A clear progression should be shown within the planning as well as the work that is produced. The teacher must keep in mind

that the planning is a working document that will change as the unit progresses as a result of assessment for learning. By the end of a unit, the planning will have annotations on it where barriers for individuals, groups or the whole class have been identified and addressed. SLT and the Art and Design Leader will monitor the planning to see that it follows the agreed format but will not expect the audience for the planning to be anyone other than the teacher themselves. The planning should have annotations written on it based on assessment information gathered in each lesson. SLT and the Art and Design Leader will be looking at the impact of planning on the learning in a lesson or over time in the books and art work. It may be that in lesson observations, the planning is not studied in detail due to the learning in the class at the time as a result of the planning being judged.

Each unit of work will identify the key techniques, skills and materials. Links to other curriculum topics will be evident in outcomes. Where possible there should be a study of an artist, craft maker and or designer, which demonstrates the techniques the children will learn. Children in Key Stage 2 should be using a sketchbook to record their notes, ideas and planning as well as their final piece. In Key Stage 1 it is not a requirement but should it be deemed necessary; sketch books should be provided for those children to use as well.

Over a unit, the children should be provided with plenty of opportunities to explore and develop the skills they are being taught before having to apply them to their own piece of artwork. Plenty of time for practise should be incorporated into the planning, as well as the time to evaluate, discuss and critique their work and that of the artists they are learning about. Links should also be made to other relevant artists that have similar art styles or are from the same movement such as impressionism. A written outcome is not expected in art as often verbal discussion can prove more inciteful, and it can be a barrier to some children. Where possible, the form of recording should be as independent as possible unless stated by the teacher due to need or group work. All outcomes and evaluations should be carefully thought about and planned by the teacher, and should be reflective of all abilities.

### **Evidence**

For Key Stage 2 all aspects of the skills and techniques taught should be recorded in every child's sketchbook over the learning journey, including drafts, practise and any assessments. The final piece of artwork should also be recorded in the sketch book either in physical form e.g. a painting or sketch or by means of photograph. Photo evidence should also be stored digitally and should be accessible to all staff including the Art and Design Lead and SLT. If any artwork is on display around the school, gaps should be left before starting another unit with a note to say what is meant to go on that blank page/s.

## **Assessment of Art and Design**

### **Pre and Post-assessments**

In Key Stage 1 and 2, pre-assessments should be carried out prior to learning to look at skills being taught and to see if any children recall previous learning. However, teacher judgement can be used to decided not to conduct a pre-assessment if it is a brand-new skill / artist / art style being taught where the children will have no prior learning and a pre-assessment would not be beneficial.

Post assessments should take place at the end of the unit to determine what skills have been learnt and where gaps may be. Post-assessments do not have to be written records and can be through demonstrating techniques, verbal questions about artists, and verbal explanations of new vocabulary.

### **Success Criteria**

Throughout learning, success criteria can be used to highlight particular skills, techniques and vocabulary taught in smaller sessions. Success criteria may be broken down into two categories; process success criteria (steps to success) and outcome success criteria. These smaller success criteria should link in with the skills being taught and should match up to the skills shown on the topic pages. On occasions, it may be that the teacher will deliberately not reveal the learning intentions at the start of a lesson and the pupils will be challenged to articulate what they have learnt later in the lesson.

### **Marking and Feedback**

Any artwork should always be marked in accordance with the 'Marking and Feedback Policy'. There should be a tick, tip and time given for talkback activities to respond to the marking. The tip should be a question to make the child think about their creativity. In giving feedback/ guidance, care should be taken to avoid commenting on the overall quality of the creative element of Art which may hinder future creativity. Feedback should link to guidance on how to develop a particular art technique or skill. Children will be given opportunities to evaluate their own art work and that of others. This does not need to be recorded on paper but can be delivered orally. If written, this should be recorded and stuck into the sketch book.

### **Leadership of Art and Design**

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure].

#### **The Art and Design Leader's Role**

The Art and Design Subject Leader should:

- Clearly communicate an ambitious vision for Art and Design, with inclusive links for all pupils.
- Communicate effectively with all staff to ensure that every member is aware of strengths and areas to develop across the school and within year groups.
- Be relentless in ensuring that the Art and Design in the school follows this policy, which will result in greater consistency in the teaching and learning for Art.
- Monitor the Behaviour and Attitudes of children within Art and review provision where needed to ensure engagement and enjoyment for all.
- Undertake regular monitoring activities for Art (observe lessons, pupil conference, data analysis, work sample etc.)
- Provide self-evaluation for Art and Design each term and support termly RAP.
- Liaise within cluster and with the Art and Design Governor
- Make links with Art across the curriculum.

- Ensure that all year groups have access to suitable resources for their units and that staff have the knowledge how to effectively use these resources.
- Ensure that effective progression is made across the school within Art and that children are provided with equal opportunities to learn about different styles and techniques.

### **Monitoring Art and Design**

Art will be termly monitored by the subject lead to make sure that Art and Design is being taught effectively across the school, and know where support may be needed. The Art leader will monitor art in a variety of ways including:

- Pupil conferencing where they talk to children from different year groups
- Quality assuring where they may see what skills the children have learnt from their units by working with children on small tasks
- Book scrutinies to look at the work within sketch books (KS2) and topic books (KS1)
- Planning reviews
- Observation of lessons
- Staff questionnaires
- Teacher interviews
- Photo capture of work displayed around the school
- Discussions with cluster schools
- Evaluating the Art RAP
- Checking learning against the progression of skills and curriculum overview.

Art and Design will also be monitored by the Art and Design Governor with whom the art lead will communicate and feedback to about how art learning is progressing over the year.

### **Evaluation of Art**

Whilst monitoring Art and Design, the subject lead will think about key questions to help monitor and assess the taught units within the school. These include:

- What evidence is there that all teachers are secure with their knowledge and teaching of art as well as the progression of skills?
- Has any year group adapted the curriculum overview, where and why?
- Does the vision of Art match up with how art is taught and supported within the school?
- What evidence is there that teachers feel supported so that art and design is being taught in the best way and that the quality of teaching is good or increasingly better?
- What evidence is there to show what standards are like in Art?
- What evidence is there that pupils are making good progress and are attaining well?
- What evidence is there that the progression of skills and knowledge is clearly embedded within the learning for each year group?
- What evidence is there that shows that the children are building on their prior knowledge and skills?

This policy will be reviewed every 2 years or sooner as appropriate.