



Leamington Community Primary School

Together we make a Difference

Art & Design Policy



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At Leamington Community Primary School, we aim to provide a happy, secure and stimulating environment in which every child matters and is valued and encouraged to achieve their full potential through the development of a love for learning and a desire to expand their knowledge. We aim to ensure every child has the necessary skills and attributes to be successful in the next stage of their learning.

In order to fulfil our mission, we have adopted the following aims:

- To promote effective learning for all children through high quality teaching – our curriculum is designed with arts and culture at its heart to ensure an immersive experience for all children. We use drama conventions to bring our classrooms alive and enable children to make an emotional response to their learning. Our teachers participate in continuous professional development to ensure that teaching continues to be of a high quality, current and relevant.
- To provide a safe, secure, stimulating and welcoming environment where everyone is valued – we use arts and culture in all aspects of school life, and all children are involved, providing an inclusive experience for all. We provide cultural experiences for all children throughout the year and offer many extra-curricular arts and cultural opportunities throughout the school.
- To ensure that our children achieve their full potential and work towards a high standard – we set high expectations of our children in all areas of the curriculum and strive to excel in the arts. We compete in art, dance and drama competitions at the highest level and use robust assessment criteria to help every child achieve their potential in the arts.
- To promote good behaviour through high standards of care and mutual respect – we often use art and culture to address SMSC issues such as bullying, friendship and mental health. We work closely with our learning mentors to ensure that the mental health of our children is closely monitored.
- To foster a mutually supportive partnership between home, school and our neighbourhood – we have many links with partner organisations and use these to celebrate arts and culture within our school. We also invite parents and carers to arts events and work collaboratively with other schools and organisations.

National Curriculum

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.

(Purpose of Study 2014)

Curriculum

Our Art Curriculum is based on a 2-year cycle in which children will experience all six major art forms three times during their time at our school. The children have the opportunity to experience these art forms in Key Stage 1 (Year 1 and 2), Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6) and there is clear progression in the skills taught at each level. The art forms are:

- Painting

- Printing
- 3D
- Digital media
- Collage
- Textiles

As part of each unit, the children will study an influential artist from this genre. They will cover a range of periods, including classical artists, such as Paul Cezanne, and local contemporary artists such as Keith Drury. Where contemporary artists are used, we try to build links and relationships where possible. We invite artists into school to share their work with the children and use social media and other digital outlets to communicate with them.

We use drama conventions and narrative immersion where possible to make links between our art curriculum and our focus text for the term. We also use artists from the period in which a book may be set, or work that includes characters from a text. For example, Year 4 study the work of Charles Keeping as their text is *The Highwayman* and Charles Keeping was the illustrator of the original text. Year 5 study the work of Henri Rousseau in preparation for their batik work, which is part of the textiles unit, because it links to their work on the Rainforest.

Early Years

All children under 5 years are given the same access to the Art Curriculum as K.S.1 children, but greater emphasis is placed on the use of tactile materials. The three main emphasises are drawing, painting and 3D work.

To ensure that the programme of work is achieved the following broad outline of work at Key Stage 1 and Key Stage 2 will be used.

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.

Assessment

We have developed a robust set of progression documents that highlight the skills, techniques and knowledge children need at different stages in their primary education. We have highlighted some skills that run across all units, such as drawing, artist studies and evaluation of their own and other's work, while there are some skills specific to different art forms. We use knowledge of these skills to assess children

during each art session and we also assess the children's knowledge, understanding and skills in these areas at the end of each unit and feedback to parents at the end of the year.

Enrichment

Our art curriculum is enriched through a number of art activities that take place as part of the school year and enable the children to engage with art, take part in workshops and develop their individual skills further.

We run an annual Art Week, where the children use art to explore a theme, which is often linked to SMSC. This year we linked up with the learning mentors and used the anti-bullying message 'Change starts with us' to inspire the children's art work. We concluded the week with a large-scale exhibition in our dance/drama space to which parents, carers and governors were invited.

We often take the children to museums and art galleries to experience art first hand. For example, Year 2 visit The Museum of Liverpool to view Ben Johnson's Liverpool Skyline painting, and Year 4 visit The Lady Lever Art Gallery to view Henri Matisse's collages in an exhibition space.

We design trips to museums and galleries around workshops that are on offer from the establishments, or we design our own to meet the needs of our children. For example, Year 4 children take part in a Henri Matisse workshop entitled 'Painting with Scissors' in preparation for them making their own collages.

We invite artists into school to deliver workshops and practical sessions. As part of Art Week this year we had a number of artists working with children from Year 1 to Year 6 to produce pieces of art to display in our exhibition based around the anti-bullying message 'Change starts with us'.

Each term we display children's work in our Art Gallery. The children all visit the art gallery and vote on their favourite pieces. The votes are collated and then prizes are awarded in our termly celebrations assemblies with parents and carers in attendance.

Our Art Subject Leader has attended Arts Award Advisor training and we run Arts Award with all the children in Year 4. This enables the children to become more active in their learning and also provides an opportunity to celebrate success with their families with a nationally recognised certificate and qualification.

We encourage the children to participate in art activities at home and make sure there is always at least one art project on the homework menu that goes home to parents each term.

We participate in the Dot Art Schools Programme and celebrate the success of our Year 5 children. Each child has a number of pieces of art submitted to the Dot Art programme. These are then displayed online for parents, carers and other family members to vote on. Last year, some of our children were selected to become finalists and were invited to view their artwork in the Finalists Exhibition.

We have also invested in a state-of-the-art Art Hub, which has given us a dedicated space to produce art, but also a place for us to run CPD sessions for our staff and those from elsewhere.

We offer places at our Summer School each year to children from vulnerable families. In the summer holidays the children take part in many art and craft experiences and this allows the children to work collaboratively, reflect on their own thoughts and feelings, and respond to events in an artistic way.

Extra-curricular

We pride ourselves in our rich opportunities for developing the arts outside the curriculum and we have many opportunities for our children to participate in art activities throughout the school year.

In collaboration with The Bluecoat, an art gallery and workshop space in Liverpool city centre, we run a weekly art club for children in Key Stage 2. Professionals from The Bluecoat and adult volunteers from their 'Out of the Blue' community project deliver art sessions and workshops based on work from contemporary artists who are currently on display in The Bluecoat. They also offer free family workshops and free art holiday clubs for the children at our school.

We have an established Arts Council, made up from representatives from each class in Key Stage 2. The council meet on a regular basis to discuss possible arts opportunities they could organise for the school. The children are actively involved in ideas for displays, competitions, mini projects and major school events which are influential in raising the profile of the arts across the school. For example, the Arts Council wanted to run a digital art competition and decided on a photography competition linked to the anti-bullying message of 'Change starts with us'.

We started 'The Sketchbook Project' with funding from Ford Motor Company. The children meet with the Arts Subject Leader each week and work on their sketchbooks together. Once complete, they will be catalogued and housed in the library area of the Art Hub for others to use as inspiration.

Equal Opportunities.

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to allow all stakeholders to have access to the full curriculum regardless of all disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Special Education Needs.

Art can make a valuable contribution to the education of pupils with special needs. In our school they are given the same access to activities that are challenging and we allow their abilities to develop at their own pace and enable them to encounter success.

Differentiation

Differentiation will be by support, templates, outcome, choice of materials and task.

Safeguarding

This is a safeguarding school.

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social services when appropriate.

Copies of the school's child protection /safeguarding policy can be obtained from the school on request.

Monitoring and evaluation

The Art subject leader will continually monitor Art and design work. This will be carried out by:

- Sketchbooks collected and monitored for progression.
- Half-term plans along with evaluations to be available to the co-ordinator for reviewing.
- Assessment of portfolios of the different examples of work from each topic.
- Annotated photographs of work.
- Planned display of work for assessment.
- Monitoring of lessons.

Reporting

Reporting is done on a yearly basis through parents` evenings and annually through a written report. The Art Subject Leader regularly reports to the headteacher and reports annually to governors.

Resources

There is a central art resource area in each key stage. Papers and equipment are stored here with access to the staff.

Health and safety.

As art is a practical activity it is not possible to remove all risks and hazards, but all children will be carefully supervised in rooms where active learning is well managed and where they can learn to work in a variety of ways.

It is important that:

- Children wear protective clothing when sawing, filing carving, varnishing, spraying and handling clay and hot wax.
- Potentially hazardous tools such as scissors, knives and lino cutters are to be stored in suitable containers.
- Teachers are aware of those children suffering from asthma as dust can cause breathing problems.

Remote Learning

In the event of school closure, Design & Technology lessons will continue to be delivered remotely through the use of online lessons. Teachers will upload introductory videos and activities to Class Dojo for the children to access at home. Units of work may need to be swapped, changed or adapted to ensure they are appropriate for home learning, and that they use materials easily accessible to the pupils if they are not in a school setting. Pupil work will be uploaded to Class Dojo for teachers to review and assess.

Catch-up curriculum

If units of work have been missed due to school closure, these units will be slotted into the curriculum once the pupils return to school. If it is not possible to teach all lessons in the unit, key skills and knowledge will be highlighted by the teachers and subject leader. These key skills and knowledge may be taught through condensed units of work, or embedded into future units of work.

Reviewed by: Mrs S. Leach April 2021