Woodchester Endowed Church of England (Aided) Primary School

'Love, Learn and Flourish Together'

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Art Policy
December 2023

Written by: **D Megson (Subject Lead) December 2023**

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Ratified by Governing Body:

Curriculum Statement

At Woodchester Endowed Church of England School, Art and Design has a very important place and underpins our Christian beliefs in cherishing the beautiful world in which we live and our stimulating location. At our school, we seek to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be. Our Christian vision is rooted in the desire to nurture the whole community, flourishing both now and in the future. We believe that Art enables children to communicate what they see, feel and think and is key to their emotional and creative development, recognising that we are unique individuals, loved by God, each with their own strength and talents to contribute.

Art Curriculum Intent

'Children are naturally creative. It is our job to give them the freedom, materials and space to enable their creativity flourish to its full potential.'
- Jean Van't Hull

At Woodchester Endowed Church of England Primary School we believe Art and Design is a vessel through which we nurture creativity and imagination, embracing the uniqueness of every child. We aim to instil a sense of enjoyment through artistic activities, allowing each child to confidently explore and express themselves through art, as well as encouraging the appreciation of art both past and present. At Woodchester Endowed primary School, Art is not just taught in a designated art lesson, but wherever appropriate and is often linked to the wider curriculum. This provides children with opportunities to bring topics to life and in RE, helps children to understand how Art is also 'rooted in God'. Children also explore ideas and meanings through the work of artists and designers to inspire them and challenge their thinking and creativity. Woodchester School values the uniqueness of all its pupils' art and design work and celebrates these achievements with child-centred displays throughout the school. Above all, we want them to enjoy their art experiences and be confident in their own creativity, encouraging them to incorporate art in their lives beyond school.

Art Curriculum Implementation

The teaching and learning of Art at Woodchester Endowed Primary School CE Primary School ensures a broad and balanced coverage of the National Curriculum requirements and is taught using the Kapow Scheme. Coverage of progression and skills is developed using a two -year cycle which caters for the mixed year groups in our classes and provides a well-structured approach to this creative subject. The children are taught Art as a discrete subject, alternating half-termly with Design and Technology. The Kapow Scheme is organised into five strands strands which run throughout, enabling pupils to develop their art knowledge and skills by revisiting and building on previous learning:

- **Generating ideas**
- **Using sketchbooks**
- **Making skills, including formal elements (line, shape, tone, texture, pattern, colour)**
- **Knowledge of artists**
- **Evaluating and analysing**

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units.

Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.
Units in each year group are organised into four core areas:

- **Drawing**
- **Painting and mixed-media**
- **Sculpture and 3D**
- **Craft and design**

Art Curriculum Impact

We aim for children to leave Woodchester Endowed Primary School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

Children at Woodchester Endowed Primary School will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and the opportunity to ask questions and demonstrate their individual skills in a variety of ways. The lessons offer the chance for children to realise their ideas, develop their emotional expression through art to further enhance their personal, social and emotional development and sustain a level of working on a project to encourage resilience.

Our long -term curriculum map is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision -making processes, our children will not only understand facts and key information about art, but they will be able to talk confidently about their own learning journey. We encourage children to value their achievements in art and design and celebrate as a school through displays and photographic evidence.

We aim for our children to:

- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyze creative works using subject-specific language.
- Be able to work on art projects both individually and collaboratively as part of a team.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National Curriculum.

Teaching and Learning

Art is taught as a discreet subject using the Kapow scheme of learning and planning is supported by a rolling programme in both key stages as outlined on our long-term curriculum plan. An art skills progression map supports teacher's planning and ensures the development of skills and knowledge across year groups. Art is often involved in cross-curricular activities e.g. Topic, R.E and Science, where pupils are allowed to experiment, discover and develop key concepts, skills and attitudes in art throughout the key stages.

Lessons include a range of teaching strategies from independent tasks, paired and group work. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to challenge pupils' learning are available when required.

The use of knowledge organisers in each unit support children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Art is taught weekly across the school following a Kapow unit of study for a full term, thus ensuring that children have regular time to explore and progress their artistic skills. This approach allows them to build on knowledge in a cyclical way so that they are building on learning they have developed previously.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adult. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.

Spiritual, Moral, Social and Cultural Development

Spiritual development: Use imagination and creativity to explore ideas and feelings in works of Art and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and from the past. Develop fascination, awe and wonder for the work of others.

Moral development: Through the teaching and learning of art we are teaching our children to respect the environment both man-made and natural, developing awareness and love for the visual arts, seeing the role art plays in our multi-cultural society, to develop positive approaches towards equal opportunities in race, gender and ability.

Social development: Pupils collaborate to create pieces of artwork. To respect each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class. Develop collaborative, cooperative and teamwork skills.

Cultural development: Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts including festivals and celebrations from different cultures.

Early Years

Beginning their Art and design journey in a fun, hands-on and developmentally appropriate way, our EYFS art is designed to enable children to strengthen key skills and explore new techniques and ideas. Artwork links to relevant outcomes and the Early Learning Goals taken from Development Matters the EYFS Statutory Framework, making it easy to ensure coverage and provide evidence. Early Years Art is 'play-based' and ensures a child-led approach to Art and design, with every lesson reflecting the ethos of 'process over outcome'. Lessons have flexible objectives, making them easily adaptable to any topic, and contain teacher prompts, guidance on assessment and key vocabulary. Combining work and play, children explore a range of media and grow in confidence as artists and makers. Four key areas identified in our KS1 and KS2 scheme: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design are explored, providing opportunities for pupils to learn new skills, hone their fine motor skills and develop their vocabulary with subject-specific language.

Key Stage 1

In Key stage 1, children develop their knowledge and skills across four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Lessons build on their experiences in EYFS, introducing new techniques, a focus on developing their own ideas and increased opportunities to reflect on their own work whilst learning about a range of artists.

The progression of skills map contains details for each unit of study.

Key Stage 2

- In Key Stage 2, children develop their knowledge and skills in Art and design across four key areas building upon their learning in Key Stage 1: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design.
- Generating ideas and using sketchbooks, taking inspiration from a range of artists
- Making skills: drawing, painting, printmaking, photography, mixed media, craft techniques and sculpture
- Formal elements: colour, form, line, pattern, shape, texture and tone
- Knowledge of artists' work and techniques
- Evaluating: critiquing their own work and that of others

The progression of skills map contains details for each unit of study.

Sketchbooks are used in key stages 1 and 2 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. Sketchbooks follow children from Year 1 to Year 2 in Key Stage 1 and then from Year 3 to Year 6 in Key Stage 2.

The contents of the sketchbook could include:

- a record of what has been seen
- the development of ideas for further study
- a record of the development of basic skills;
- photograph and other illustrative material to support ongoing work
- mood board with colour schemes
- a record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and provide evidence for assessment and reporting purposes.

Planning

At Woodchester Endowed CE Primary School, Art is taught following the Kapow Art and Design Scheme. The scheme supports the teaching of skills using a focus-based approach so that each term is focussed on one particular set of skills. The curriculum is carefully planned over the following cycles based on the split year group classes throughout the school and ensures full coverage of the National Curriculum:

- EYFS on continuous provision
- Years 1 and 2 use a two-year cycle
- Years 3, 4 and 5 use a two-year cycle
- Year 6 runs an annual cycle

Our long-term and unit plans map out the foci covered each term for each class. These plans define what we will teach and ensure an appropriate balance and distribution of work across the term.

Assessment, Recording and Monitoring

Assessment

The teaching and learning impact of Art can be constantly monitored through formative and summative assessment opportunities. Staff assess pupils against lesson learning objectives and the use of a quiz at the beginning and end of each unit allows children to demonstrate their learning.

Recording

Teachers will take photographs and record evidence of teaching and learning on class displays and in sketch books. A designated area in the classroom displays the unit knowledge organiser for each Kapow teaching unit and is referred to in lessons. Celebrating examples of work for each lesson are also included.

Monitoring

As a maintained school, the school is subject to a variety of monitoring arrangements for Art. These include, but are not limited to:

- Headteacher and Governors monitor coverage of National Curriculum subjects and compliance through other statutory requirements through – visits, book looks, attendance at staff meetings, staff surveys, teaching observations.
- The Subject Lead will monitor the way in which their subject is taught through the school by – staff voice, pupil voice, reviewing planning, reviewing progress of unit lessons, teacher drop in observations. The Subject Lead will also have responsibility for monitoring the way in which resources are stored and managed.

Resources

Art resources are stored centrally and all staff have access to these resources. As a school, we have a wide range of equipment including paints and brushes, assortment of paper, textile accessories and craft essentials. Some resources e.g clay are ordered when required and the cost is taken from the Art budget. We do have a small selection of books about artists in the school library.

People with an interest or expertise in a particular topic or area of art may be invited into school to help work with children.

Equal Opportunities and Inclusion

Art plays an important part in the life of our school. Children can enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community. We are committed to promoting equal opportunities in all areas of the National Curriculum, irrespective of socio-economic background, gender, disability and ethnicity. We believe that all children should have equal access to and participation in the entire range opportunities on offer at our school. We are committed to ensuring that all children participate irrespective of any special educational need(s) or physical

disability they may have. We believe that children should have equal access to and participation in a full range of activities in order to reach their own potential.

Class Teachers

The teaching of Art is the responsibility of each class teacher. Planning has been provided by the scheme chosen by the subject lead and it is the responsibility of each class teacher to ensure that those resources are being used to deliver as per the National Curriculum. Class teachers are also responsible for ensuring that all resources are looked after when in use and will notify the subject lead of any resource requests that would aid the teaching and learning of Art through the school. Class teachers are responsible for approaching the subject lead should they have any concerns or queries over the teaching of Art within the school.

Subject Lead

- to support and guide the practice of teachers and support staff
- to ensure coverage, continuity and progression in planning maps
- to monitor and evaluate the effectiveness of Art teaching and learning through lesson observation and pupil conferencing
- to update documentation where necessary

The subject Lead is responsible for ensuring that the requirements of the National Curriculum are covered. The subject leader will also co-ordinate monitoring of the teaching and learning and will ensure all staff are confident with the planning and resourcing of the subject. This will include making sure resources and documentation is up to date on a regular basis. The subject lead is also responsible for managing the Art budget across the school and ensuring that resources purchased benefit the whole school community.

The subject leader will endeavour to attend any training opportunities available and will use any knowledge gained to help raise the standard of teaching and learning throughout the school. With support from all staff, the subject lead is responsible for reporting to the head teacher and governors on Art.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices.
Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use.
Teachers will always teach the safe use of tools and equipment and insist on safe practice.
The school abides by statutory health and safety guidelines outlined by the Local Authority.

Legislation and Guidance
This policy reflects the requirements of the **National Curriculum programmes of study**, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the **Special Educational Needs and Disability Code of Practice 2014** and **Equality Act 2010**, and refers to curriculum-related expectations of governing boards set out in the Department for Education's **Governance Handbook**.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.