River Primary School
Art and Design Subject Policy

Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

PURPOSE OF STUDY

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.

CURRICULUM DRIVERS IN ART and DESIGN

Collaboration: Children will have opportunities to collaborate in artistic experiences in and beyond those in their classroom. Developing the ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) will enable them to express emotions, interpret observations, convey insights and accentuate their individuality.

Initiative: Through developing a knowledge and understanding of artists, designers and other craft makers, children will be able to use their knowledge to inform, inspire and interpret ideas, observations and feelings. Children will extend their capacity to be adaptable when selecting and using materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected. Opportunities will be provided for children to immerse themselves in a range of art mediums such as clay, ink printing and sculpture. This will spark interest and children will be encouraged to take their learning in new directions.

Diversity: Children will develop into critical thinkers and develop a deeper understanding of the subject as well as art forms that have shaped our history and culture. Works of art from all over the world will be shared and appraised. Through exploring global artists such as Georgia O'Keefe, William Morris and Banksy, children will appreciate the differences and similarities in individuals and the way they express themselves. This in turn, will encourage children to appreciate the achievements of others and broaden their understanding of how the world and ideas can be represented. They will have opportunities to express their own views and opinions as well as to become adventurous in exploring techniques and developing their own style and preferences for such things as colour and art medium.

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.

SUBJECT SKILLS

At River each Art lesson will focus on a specific artist, designer or craftsperson, the techniques and media used in creating their art and an opportunity to learn about particular elements in Art. Each year group will be introduced to new genre specific vocabulary as well as revisiting terminology from previous year groups and studies to ensure progression. Retrieval plays an important role in enhancing Art learning, a way to ensure links are made between previously studied artists and cultures and pupils can then confidently compare artwork. The pupils will explore how media and materials behave as a way to understanding how they can be used to create Art. They will develop and refine their skills in drawing, painting, sculpture, collage, printing, textiles in order to communicate and express themselves through Art. The children's responses, likes, dislikes and questions will ensure they develop critical thinking skills in order to understand and appreciate the wealth of Art both historical and contemporary. The Art studied in each year group links closely with the termly topic, eg year 4 topic Misty Mountain, Winding River focuses on the landscapes of David Hockney and year 1 topic Bright Lights, Big City focuses on Steven Wiltshire's drawings of London.
The teaching of Art and Design is enhanced by using Forest School for larger collaborative pieces within school and visiting local art galleries in order to understand size, scale, composition and the physical nature of pieces in a curated setting. Year groups invite families in to celebrate creativity and skills learnt through pop up art galleries and mini exhibitions.

Art and Design in EYFS

We provide a rich environment in which we encourage and value creativity and aim to create a stimulating environment that encourages and inspires the children's creative responses throughout the expressive arts.
Children are engaged in a wide range of activities, and their responses involve the various senses. Our children are given opportunities to work independently and collaboratively as part of child initiated and adult led learning. We ensure that the children have quality creative opportunities throughout the expressive arts within the indoor and outdoor environments, considering both small- and large-scale projects.
We provide a rich learning environment that gives children the opportunity to express themselves creatively. At River, we facilitate the exploration of colour, texture, shape and form in two and three dimensions, with access to a wide variety of art materials and tools. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. We provide positive role modelling that supports and enhances children's skills. These aim to develop various techniques and knowledge, nurture their confidence, extend their vocabulary and create an enthusiasm for creativity, whilst always maintaining high quality learning opportunities through varied creative experiences. In order to tap into their artistic potential, the children will be encouraged to develop their own creative ideas.

Art and Design also makes a very important contribution to the 'Characteristics of Effective Learning' specified in the EYFS framework– exploring, active learning, creating and thinking critically.

SUBJECT CONTENT

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.

In Key Stage 1, children are encouraged to experiment with and explore a range of materials through such topics as 'Home Sweet Home' where natural materials are used to create sculptures inspired by the work of And Goldsworthy in Year 1. In Year 2, they explore a wide variety of still life and learn about the use of colour and composition. In Year 2 'Muck, Mess and Mixtures,' Art and design is the driver subject. This project develops children's knowledge of how to mix colours and apply materials to create unique pieces of art.

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

In Key Stage 2, children still love to experiment and explore, and alongside this are taught to refine their choices and use artists and crafts people as inspiration for their own pieces. In Year 3, Art and Design is the driver subject for the topic 'Urban Pioneers', children develop their knowledge of building design, urban art and photography, In Year 'Misty Mountain, Winding River' teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.

Use of Key Questions

The use of key questions at the beginning of art lessons, is one of the ways we engage children with their learning; giving them an opportunity to make connections with their prior knowledge. At the end of a lesson, teachers will return to the key question, considering the improvements children have made with their responses.

Hinge Questions

During Art lessons, hinge questions are planned at specific times to enable teachers to assess the pupils understanding and thinking at that point. Following this, the responses to the hinge question will guide the teacher's next step in the lesson – this may involve a recap or moving onto the next stage in the learning sequence.

CROSS-CURRICULAR LEARNING

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website www.river.kent.sch.uk.
Consistent with our curriculum aims, we identify learning by subject so children know when they are learning Art and Design. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

ASSESSMENT AND REPORTING

Assessment of art at both KS1 and KS2, is based on teacher assessment. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the answer to the inquiry question alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the key learning objectives
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Reporting
Teachers enter assessment data into the schools reporting system twice a year.
Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in art, through their books. Pupil annual reports shared with parents in July, provide a formal report of attainment in geography.

Assessment of Art and Design at both KS1 and KS2 is based on teacher assessment. Teacher's will check to see if pupils are using the words for formal elements of art correctly and when sharing images of artworks previously studied in the curriculum check whether pupils can recall the artists to assess theoretical knowledge. Teachers will assess how pupils have applied practical knowledge such as texture, colour, line and tone to a piece. The children's artistic choices eg materials, processes and techniques used will also inform how well they have developed and refined their skills.
This is recorded using subject specific statements on our assessment system, Target Tracker.
Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in Art and Design, through their books. Pupil annual reports shared with parents in July provide a formal report of attainment in Art and Design.

Subject Leader Evaluation, overview of Assessment and Monitoring

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to

include all the required aspects of Art and Design, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

Equality in the curriculum

The two strands to ensuring equality in the curriculum

Equality of access to learning: This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child an **equal chance of success**.

Equality as part of the Curriculum: This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation of the differences and similarities of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

Children with Special Educational Needs or Disabilities

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Gifted and Talented Children

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed:_____Date: _____

Chair of Learning and Development Team

Linked Documents

Whole School Long Curriculum Term Plan
Year Group Medium Term Curriculum Plans
Art and Design Reference Document – including Big Ideas