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| <b>Berkswich CE Primary School</b> |                                           |  |                                     |
| <b>Reference Number</b><br>C8      | <b>Shared with Staff</b><br>February 2022 | <b>Ratified by Governing Board</b><br>February 2022                                 | <b>Review Date</b><br>February 2024 |
| <b>Policy Title</b>                | <b>Art and Design Policy</b>              |                                                                                     |                                     |

### Legal framework

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'Art and Design programmes of study: key stages 1 and 2' (please see The National Curriculum page found via the Learning tab on the school website ([www.berkswichceprimary.co.uk](http://www.berkswichceprimary.co.uk)))
- DfE (2021) 'Statutory framework for the early years foundation stage' (please see Early Years area found via the Learning tab on the school website ([www.berkswichceprimary.co.uk](http://www.berkswichceprimary.co.uk)))

### The intent of the art and design curriculum

In line with our school curriculum intent and vision, art plays an integral part of a child's journey through Berkswich CE and beyond. Immense value is placed upon art as one of the highest forms of human creativity. We recognise that an excellent art curriculum should engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills needed to experiment, invent and create their own works of art, craft and design. Our curriculum design purposefully drives towards ensuring that each child leaves Berkswich CE with an enduring passion for the subject.

A research-based approach informs our curriculum: we recognise the benefit of the arts to other areas of learning, including core subjects, particular gains for disadvantaged pupils and improved attitudes to learning generally (Education Endowment Foundation). Through our work with Keele University, we have identified key concepts in art, which are continuously revisited (spaced-repetition) through coherent units in every year group. We recognise that learning in art and design is more visible over time and this is the grounds for creating phased objectives. Our content is subject-specific; any links with other subjects are only used to strengthen and build connections in learning for the children.

The deeply held belief of, 'Every child an artist,' is central to planning, ensuring that the curriculum is accessible and ambitious for all learners, including those who have additional needs. A progressive art curriculum enables children to build on prior skills and techniques with increasing mastery and confidence. Our curriculum is engaging through its breadth and challenge; indeed, it is designed to allow children the freedom to be curious, to solve problems, to be risk-takers and to tackle new learning with persistence.

Threaded through the whole curriculum, is the belief that children should recognise how art and design both reflect and shape our history, and contribute to the culture and creativity of the society and world in which they live. Immersing themselves in the significant periods of art history and the works of trailblazers who have come before, as well as those in the present, is an integral part of each year's curriculum. As children progress, there are rich opportunities for them to reflect, think critically and express views informed by their increasing artistic knowledge and confidence.

## The implementation of the art curriculum

### ➤ Meeting the aims of the national curriculum

Berkswich CE delivers a rich, broad and balanced art and design curriculum, in line with national requirements, which aims to enable pupils to:

- 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.

To ensure that learning fully meets both the national curriculum and the needs of our children, we have broken down the objectives across three phases (see Appendix A). Although the objectives are progressive, the increasingly demanding units across each year groups provide assurance of progression and challenge in all years.

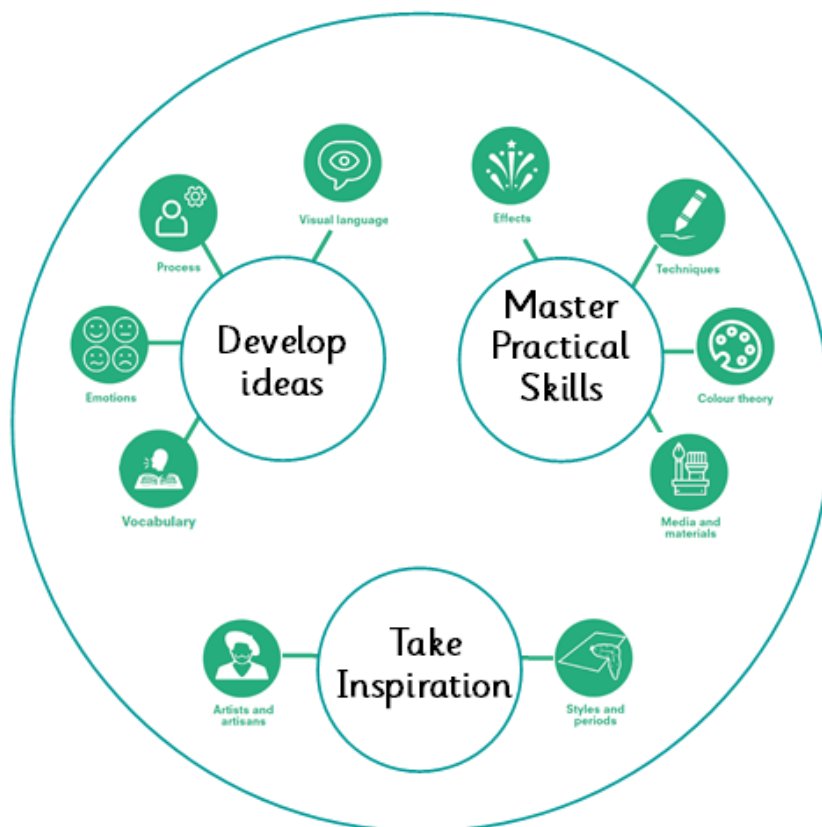
### ➤ Key categories and concepts

Planning in school is structured systematically to ensure that units are in line with our school approach of a concept-driven curriculum. Central to each unit are the three key areas of learning; these are:

- mastering practical skills,
- taking inspiration
- developing ideas.

Connected with these, are concepts including: effects, techniques, colour theory, elements of art, media and materials, process, visual language, vocabulary and emotions, artists and artisans and style and period. These are revisited progressively throughout every year in school.

The diagram below supports the children in understanding how these are connected. These are related to the learning in the unit through the use of Knowledge Organisers which show the context in which the concepts are revisited.



### ➤ **Art and design in the Early Years (EYFS)**

In Nursery and Reception, all children are taught art as an integral part of the learning covered during the academic year. Art is not taught as a stand-alone subject. The children will access this learning with the teacher, through continuous provision and through independent or group learning opportunities. Art opportunities are not limited to the examples provided in the summaries contained in the whole school overview.

All art learning within the EYFS is underpinned by Early Years Statutory Framework, particularly the areas of Communication and Language, Personal, Social and Emotional Development and Expressive Arts and Design. See the Early Years Framework (DfE, 2021) for further details. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Rich opportunities encourage the children to articulate their ideas and processes, and co-operate together, talking about their creations.

### ➤ **Art and design in Key Stage One (Year One and Year Two)**

At Key Stage One, pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage, pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures and times. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

### ➤ **Art and design in Key Stage Two (Years Three to Six)**

At Key Stage Two, pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Please see Appendix A for more detail.

### ➤ **Teacher subject knowledge**

Although teachers do not follow a prescriptive scheme, their knowledge is deepened through aspects of the Chris Quigley Art and Design Curriculum Companion; in particular, this enables teachers to build up subject-specialism related to the key concepts above. Through CPD provided by the art and design lead, support from members of the art and design department at Walton High School and self-learning, teachers are equipped with the necessary subject knowledge to be aspirational in their art provision.

### ➤ **Learning sequence and repetition**

Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. Please see the school website to view our whole school overviews and phased curriculum progression.

To ensure that pupils embed key concepts in the long-term memory, these are repeated within each year and throughout every year group. This repetitive approach draws on prior learning and means that children have opportunities to revisit, connect, apply and extend what they have already covered to ensure that learning is both cumulative and permanent. We believe that this is the best

way for children to develop the knowledge and skills needed for mastery of a subject. The children will develop increasing competency through the key stages.

Art and design is mainly taught as discrete lessons and is allotted specific times on the timetable. Each year group covers three in-depth units and three mini-units during the year. Meaningful connections are made with other subjects, when this enhances learning and can remain true to the art curriculum. Please visit our school website to read our art overviews ([Berkswich CE Art and Design](#)).

#### ➤ **Teaching methods and the emphasis on persistence**

The teacher aims to build upon the children's experiences, take into account their previous achievement and endeavour to undertake a balanced programme of art and design activities. There will be opportunities for pupils to work independently, in groups, as well as in a whole class. The teacher will provide explanations and will model techniques and processes. Learning will be challenging and, therefore, teaching will also focus on, and celebrate, building persistence and an understanding of the part that mistakes, failures and disappointments all play in the design process. Time will be allowed for children to make discoveries for themselves and to hone and refine their techniques and processes. The children will be encouraged to work quickly when necessary, i.e. sketching, but also be taught to sustain their focus when developing a piece of work over a period of weeks.

#### ➤ **Health and safety in art and design**

The requirements of our school health and safety practices are of the utmost importance. This includes the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities. Additional risk assessments are used when there are special needs or considerations (e.g. the use of a 'cool' hot-glue gun requires a class risk assessment to be carried out).

#### ➤ **The language of art and design**

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and specialist terminology appropriately. Teachers model this practice, using the correct language within all learning. The teaching staff use and encourage the children to understand age-appropriate vocabulary for art and design from the beginning of Nursery. Knowledge Organisers support the acquisition and purposeful use of new subject-specific language.

#### ➤ **Cultural capital**

Cultural capital gives our children the vital knowledge needed for them to be thoughtful and informed members of our community who also understand and believe in British values. At Berkswich CE, we believe that encouraging confidence and curiosity within art and design is an important building-block for creativity. Learning through art and design is to be viewed as a productive practice of meaning-making which also supports the development of resilience; children see the rewards of a persistent and determined approach. It is the active participation and delight in the arts that - as artists and through learning about the contribution of art through history - cultural capital and character can be strengthened.

#### ➤ **Greater Depth**

Berkswich CE is ambitious for all pupils; challenge is a part of every child's learning. We provide Greater Depth pupils with the opportunity to extend their art and design thinking through planned opportunities to broaden and apply their learning within contexts of increasing complexity. Greater Depth pupils also benefit from providing peer support and having to problem solve and articulate their own understanding in order to encourage learning in others.

Greater depth pupils demonstrate a highly creative response to tasks. They consider the end results and how they will achieve them to ensure their intended impact on the viewer. They reflect upon their own and others' work (including artists and periods studied), in order to develop further skills and fine-tune. Greater depth children are always looking for ways to improve and experiment; they are brave in making their own discoveries, developing their own processes, techniques and styles, and taking their art in independently determined directions (this may include being Greater Depth in specific areas of art).

## **Roles and responsibilities**

### **➤ The headteacher**

The Headteacher is responsible for:

- overall responsibility for monitoring the teaching of art and design throughout the school.
- supporting the lead with making decisions on:
- how art and design should support, enrich and extend the curriculum.
- the provision and allocation of resources.
- the ways in which art and design can benefit the aims and objectives of the school.

### **➤ The art and design lead**

The subject leader is responsible for:

- preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum, the school's curriculum intent and drivers, as well as the Berkswich CE Charter.
- ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious.
- keeping abreast of current thinking, research and policy changes which impact design and technology in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development
- liaising with the high school art and design lead to ensure that provision is also tailored to the children's needs when they move to their next school setting.
- liaising with the named governor to report on progress and attainment in art and design.
- monitoring the learning and teaching of art and design, providing timely support for staff where necessary and ensuring that learning time is maximised.
- carrying out audits of all art and design-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
- ensuring common standards are met for assessing children's attainment and progress.
- collating assessment data and setting new priorities for the development of art and design in subsequent years.

### **➤ Responsibilities of the teacher**

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- acting in accordance with this policy.
- instilling a love of the subject and the confidence in each child as an artist.
- being ambitious for every learner, including SEND and other vulnerable groups.
- aiming to develop technical proficiency and conceptual understanding in parallel.

- increasing confidence, sensitivity and creativity in pupils' artistic designing.
- taking responsibility to strengthen subject knowledge and seek support as necessary.
- having a working understanding of the prior learning of children and the needs of subsequent years.
- writing and constantly reviewing short-term plans, taking into account pupils' needs and outcomes.
- ensuring that planning is progressive and cumulative over the year and that it meets the wider curriculum intent for Berkswich CE.
- focusing on the key concepts (elements) in art and design to enable the development of a deep structural knowledge and the ability to make meaningful connections.
- providing opportunities for repetition to build long-term knowledge and skills
- guiding teaching assistants to ensure that pupils are effectively supported.
- monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team.
- ensuring that the guidelines and guidance set out in the schools' Health and Safety policy are known and adhered to.

#### ➤ **Responsibilities of The Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo is responsible for:

- advising staff how best to support pupils' needs to ensure that barriers to learning are overcome and learning can be aspirational.
- organising and providing any necessary training for staff regarding the art and design curriculum for pupils with special educational needs and disabilities (SEND).
- advising staff on the inclusion of art and design objectives in pupils' individual education plans as necessary.
- advising staff on the use of teaching assistants in order to meet pupils' needs.
- advising staff of specific tools necessary for pupils with special educational needs and disabilities (SEND).

#### ➤ **Children with Special Educational Needs (SEND)**

We are highly ambitious for all children. From their knowledge of the children in their class, teachers remove barriers and adapt lessons to ensure all can access the learning; They draw on support from the art lead and SENDCo as necessary. Children are not withdrawn from art lessons to receive SEND support unless in exceptional circumstances.

#### ➤ **Diversity**

Children experience a wide range of art from every continent in the world. They consider the art of local artists and artists with a range of beliefs and views; examples are chosen carefully as appropriate to the age of the child.

#### ➤ **Art and design across the curriculum**

In school, art and design is taught both as a discrete lesson and as part of cross-curricular learning. When beneficial to both subjects, the art and design curriculum will provide opportunities to establish links with other curriculum areas; for example, creating imagery for a piece of writing or producing responses to pieces of music can be a way of providing more repetition for the

development of techniques. The integrity of the art and design curriculum is upheld and furthered through meaningful, purposeful connections.

## **The impact of our art and design curriculum**

### **➤ Assessment**

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the learning objectives. Teachers constantly assess the children's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help children embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit. We assess teacher expectations through learning walks, planning scrutines and children's outcomes.

Impact of teaching and learning is seen over time, not necessarily at the end of each unit. By the end of a year and a phase, we use comparative judgement in two ways: in the tasks that we set (which are progressive) and in comparing the children's outcomes over time (used as a benchmark for attainment).

Formative assessment, which is carried out throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. Summative assessments may also be used at the end of a unit. By the end of a year, teachers will make a judgement about the learning of each pupil in relation to the national curriculum – the outcome of which will be recorded using OTrack (used by school to analyse and act on attainment and progress) and used to inform future planning.

The progress and development of pupils within the EYFS is assessed against the objectives within the Development Matters document 2021. For further information about assessment in EYFS, please visit our Early Years area found via the Learning tab on our school website ([www.berkswichceprimary.co.uk](http://www.berkswichceprimary.co.uk)).

A formative assessment is made at the end of Reception against the Early Learning Goals outlined in the 'Statutory framework for the early years foundation stage' (2021).

Assessment across school will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Assessing children's written outcomes against the learning objectives and using the benchmarks of previous cohort outcomes
- Pupils' self-evaluation of their work
- End of unit assessments where appropriate

For all children at Berkswich CE, carers and parents will be informed about their child's attainment in art and design during the Summer term every year. This will include information on pupils' attitudes towards art and design. Verbal reports can be provided during informal meetings with parents throughout the year. The progress of pupils with SEND will be monitored by the SENDCo.

### **➤ Where are we headed?**

By the time children leave our school, they will have a wide range of developed techniques and processes to equip them for their future. They will be ready to tackle art and design at high school and beyond with enjoyment, confidence and resilience.

This will be evident in our children through:

- a growing awareness and evaluation of art and design in the world around us.
- the ability to talk confidently about pieces of art work.
- a passion for, and a commitment to complete tasks, and an understanding of the importance of resilience and practise.
- an excitement and satisfaction in creating art.

- an understanding of famous artists and pieces of art through history and the impact on society.
- the ability to give precise explanations, using technical and specialist terminology effectively, accurately and appropriately.
- a view of themselves as an artist, valuing its role within their lives and the world in which they live.
- having learnt to create a variety of artistic products with high, or rapidly developing, levels of technical expertise.

➤ **Spiritual, moral, social and cultural development**

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence and resilience through art and design and participating in discussions about their creations.
- Pupils learn to reflect on art in the world.
- Pupils develop an understanding of other cultures in the world.

➤ **Equal opportunities**

All pupils will have equal access to the art and design curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing art and design lessons. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

**Policy Review**

The art and design policy is reviewed bi-annually or sooner if required. A named member of the governing body is briefed to oversee the teaching of art and design, and meets with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.

## Art and Design Curriculum Progression

| Phase                          | EYFS                                                                                                                                                                                                                                                                                                                                                                            | Year One and Two                                                                                                                                                                                                                                                                                                                                                                                                | Year Three and Four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year Five and Six                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Master Practical Skills</b> | <p>Progression is in line with the Early Years Framework. Whilst nearly every aspect of this relates to progress in art, there is a particular emphasis on Expressive Arts and Design.</p> <ul style="list-style-type: none"> <li>Engage with the arts, enabling exploration and play using a wide range of media and materials.</li> <li>Through quality and varied</li> </ul> | <ul style="list-style-type: none"> <li>Use a range of media and materials creatively to design and make products.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Understand colour theory in line with progression expectations.</li> <li>Develop understanding of how techniques create impact for the viewer.</li> </ul> | <ul style="list-style-type: none"> <li>Develop in techniques, including demonstrating control and using materials effectively; this should include drawing, collage, painting and sculpture and with a range of materials.</li> <li>Begin to refine procedures in order to create varying effects to communicate ideas.</li> <li>Demonstrate creativity and the willingness to use experimentation.</li> <li>Build an increasing awareness of different kinds of art, craft and design.</li> <li>Develop a greater understanding of the elements of art to include: colour, pattern, texture, line, shape, form and space.</li> <li>Understand colour theory in line with progression expectations.</li> <li>With support, develop procedural knowledge of digital media.</li> </ul> | <ul style="list-style-type: none"> <li>Develop proficiency and control in techniques, including drawing, collage, painting and sculpture.</li> <li>Use materials purposefully.</li> <li>Build an increasing awareness of different kinds of art, craft and design.</li> <li>Refine procedures in order to create varying effects and communicate ideas intentionally.</li> <li>Relate developing techniques to an understanding of the elements of art (colour, value, texture, line, shape, form and space).</li> <li>Apply colour theory at age-related expectations.</li> <li>Demonstrate creativity and the willingness to use experimentation.</li> <li>Develop a confident procedural knowledge of digital media, including editing.</li> </ul> |

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| <h2>Take Inspiration</h2> | <p>opportunities, children see, hear and participate in crucial development of their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <ul style="list-style-type: none"> <li>• Frequency, repetition and depth of their experiences are fundamental to progress in interpreting and appreciating what they hear, respond to and observe.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans/craft-makers and designers.</li> <li>• Begin to recognise some of the media and materials used by artists to create a piece of artwork.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> <li>• Describe emotional responses to art.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Know about great artists, architects, craft makers and designers.</li> <li>• Recognise some of the media and materials used by artists, sometimes in combination, to create a piece of artwork.</li> <li>• Recognise how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</li> <li>• Express the emotional impact of a piece of work, identifying aspects of the art that have perhaps caused this response.</li> </ul>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Know about great artists, architects, craft makers and designers, considering links and differences between these disciplines.</li> <li>• Develop a knowledge of some of the media and materials used by artists, sometimes in combination, to create a piece of artwork.</li> <li>• Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</li> <li>• Understand how pieces of artwork or artistic styles may influence further developments in art.</li> <li>• Recognise and articulate some ways in which artists use techniques to stir emotions, and be able to discuss their own responses.</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <h2>Develop Ideas</h2>    |                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Show persistence in a willingness to repeat and refine ideas, especially when these do not go to plan.</li> <li>• Use visual language to communicate their understanding of art.</li> <li>• Respond to ideas and starting points, using drawing, painting and sculpture, to develop and share their ideas, experiences and imagination.</li> <li>• Explore different methods and materials and collect visual information (within the sketchbook journey).</li> <li>• Understand how artists need to explore techniques or media in ways similar to their sketchbook investigations.</li> <li>• Increase in knowledge and use of colour theory to understand how colours mix, match and clash.</li> <li>• Describe the differences and similarities between different practices and disciplines, and make links to their own work.</li> </ul> | <ul style="list-style-type: none"> <li>• Approach designs with the persistence needed to experiment; accept perceived failures as part of the artistic process.</li> <li>• Think critically and develop a deeper understanding of art and design.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Use visual language in beginning to articulate the way in which art itself can communicate a message.</li> <li>• Explore ideas taken from classic and modern artists and designers and apply these within their own work.</li> <li>• Create sketch books with creative work, exploring ideas and recording experiences and observations and use them to review, develop and revisit ideas</li> <li>• Recognise the connection between the use of techniques and their impact on the viewer.</li> </ul> | <ul style="list-style-type: none"> <li>• Approach designs with the persistence to experiment with, and refine techniques, and apply these with brave creativity.</li> <li>• Think critically and develop a deeper understanding of art and design, making connections where possible.</li> <li>• Use visual language to effectively communicate their understanding of art, including the way in which art itself can communicate a message.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Explore ideas taken from classic and modern artists and designers and apply these purposefully within their own work.</li> <li>• Create sketch books with creative work, exploring ideas and recording experiences and observations and use them to review, develop and revisit ideas</li> <li>• Recognise the way in which powerful visual effects, created by the choice and use of techniques, can lead to impacting the viewer and link this understanding in the creation of their own pieces.</li> </ul> |

