

Policy title	:	Art and Design Curriculum Policy
Date approved	:	September 2021
Review date*	:	September 2022

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Introudction

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components.

We at Tollgate Primary School believe '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.' (*The National Curriculum in England Framework Document (DfE) 2014*)

We ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The policy is to be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: Art and Design programmes of study
- Statutory Framework for Early Years Foundation Stage 2021

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Aims

- To ensure that all pupils produce creative work, exploring their ideas and recording their experiences.
- To ensure that all pupils develop skills through drawing, painting, sculpture and other art, craft and design techniques.
- To ensure that all pupils evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for Art and Design and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by;
 - Observing teaching and learning
 - Planning scrutinies and learning walks
 - Discussions with pupils and School Council

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher, the nominated governor and SENCO;
- Be accountable for standards in this subject area;
- Monitor standards by:
 - Auditing the subject area
 - Review of the scheme of work
 - Monitoring teachers planning
 - Lesson observations
 - Scrutinising children's work
 - Discussions with pupils

- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding;
- Attend appropriate and relevant INSET;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;

The Link Governor will:

- Work closely with the Headteacher and the School Leader for Art and Design;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy.

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the School Leader for Art and Design to develop this policy;
- Devise short term planning;
- Plan and deliver good to outstanding lessons;
- Plan lessons which are interactive, engaging, of a good pace and have a threepart structure;
- Have high expectations for all children and will provide work that will extend them;
- Assess, record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons;

Pupils will:

- Be aware of and comply with this policy;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Take part in questionnaires and surveys

Policy Procedure

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Art and Design curriculum across the school.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two

and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including computer aided design.

We recognise the fact that we have children of differing abilities 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. setting common tasks that are open-ended and can have a variety of responses.

Curriculum Planning and Organisation

Art and design are a foundation subject in the National Curriculum. At Tollgate Primary School we use the national curriculum and a bespoke 6-week structure for lesson as the basis for our curriculum planning in art and design.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our art and design subject leader works this out in conjunction with SLT and teaching colleagues in each year group.

Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a weekly plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. Children learn key components of knowledge and skills in order to achieve clear and concise composite goals.

The Foundation Stage

We encourage creative work in the Nursery and Reception classes as this is part of the framework the Early Year Foundation Stage Curriculum 2021. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using their senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school and promote an inclusive educational setting for all irrespective of:

- Gender
- SEND
- Pupil Premium Grant
- LAC

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Achieving Mastery

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Tollgate we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

Adaption: is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of artistic learning the child is at and barriers to learning a child may encounter

Support: Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

Deepening Understanding: Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

Lowest 20% toolkit: These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

Special Educational Needs

At Tollgate Primary School we teach art and design to all children, whatever their ability. Art and design is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make

progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaption of task– so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards. The teacher records the achievements that each child has reached on a pupil tracker, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the learning objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;

- Carry out long-term assessment to assess progress against school and national targets;
- Use long-term assessments to help them plan for the next academic year;
- Carry out termly quizzes to assess children's acquisition of key knowledge;
- Inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the School Leader supported by the Headteacher and the SLT.

Standards will be monitored by:

- Looking at pupil's work
- Subject observations
- Pupil discussions
- Audit of subjects
- Scrutiny of planning
- General curriculum discussions
- Learning walks

Contribution of the Subject to other Areas of the Curriculum

Art is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in other subjects, such as Science, Mathematics and Design and Technology.

Resources

The school has a full range of resources to support the teaching of Art and Design throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for Art and Design in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
 - The Staff Handbook
 - Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
 - School events
 - Meetings with school personnel
 - Reports such annual report to parents and Headteacher reports to the Governing Body

Training

Tollgate Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Art and Design Overview 2021-2022

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn 1</u>	<p><u>Drawing Mark Making</u></p> <p>Experimenting with different materials and media: crayons, rubbers, felt tips, charcoal, ball point pens. Explore the shape of objects and ways of representing them.</p> <p>Key Movement: Kinetic Art</p>	<p><u>Drawing Line and pattern</u></p> <p>Experimenting with different types of lines and ways to achieve a planned effect. Layering media eg charcoal and pen. Create patterns using different types of line.</p> <p>Key Movement: Op Art</p>	<p><u>Drawing Tone</u></p> <p>Understand how weight, strength and thickness of lines can affect an artwork. Creating patterns using different tones and types of line to create texture.</p> <p>Key Movement: Impressionism</p>	<p><u>Drawing Light and Dark</u></p> <p>Explore lighter and darker areas in observational drawing. Link using tone to create depth in drawing. Layer media to create lighter and darker areas.</p> <p>Key Movement: Greek Art</p>	<p><u>Drawing Shading for Form</u></p> <p>Using knowledge of tone and light and dark to show light and dark areas of an object. Using charcoal, pencil, rubbers and collage to show gradations in tone.</p> <p>Key Movement: Baroque Art Caravaggio</p>	<p><u>Drawing Perspective</u></p> <p>Explore formal perspective: foreground, mid and back ground as well as single point perspective. Use a range of materials and drawing techniques to create a still life.</p> <p>Key Movement: Realism</p>
<u>Spring 1</u>	<p><u>Representing Nature</u></p> <p>Observe and draw different shapes found in nature. Study how different artists represent natural forms and landscapes. Develop into landscape art piece.</p> <p>Key artists: Andy Goldsworthy Vincent Van Gogh</p>	<p><u>Portraits</u></p> <p>Study the different ways artists create portraits. Collage, paint and draw own self-portrait.</p> <p>Key artists: Hannah Hock Pablo Picasso Giuseppe Arcimboldo</p> <p>Key skills: observation drawing, mark making, collage and painting.</p> <p>Key Art Movement: Pop Art</p>	<p><u>Investigating Patterns</u></p> <p>Observe and draw different natural materials looking at the patterns they contain. Develop into print and repeated patterns.</p> <p>Key artists: Gustav Klimpt. William Morris. Egyptian Art</p> <p>Key skills: creating patterns, print.</p> <p>Key Art Movement: Art Deco and Art Nouveau</p>	<p><u>Viewpoints and Dreams</u></p> <p>Explore how atmosphere and stories can be explored through surrealism.</p> <p>Key artists: Salvador Dali Paula Rego Rebecca Horn Man Ray</p> <p>Key skills: collage, drawing from imagination, painting.</p> <p>Key Art Movement: Surrealism</p>	<p><u>Telling Stories</u></p> <p>Explore how artists tell stories by the objects they collect. Explore proportion and ratio in painting. Develop into own painting assemblage.</p> <p>Vanitas artists Joseph Cornell Mark Dion Damien Hirst</p> <p>Key skills: observational drawing, assemblage.</p> <p>Key Movement: Dutch Golden Age</p>	<p><u>Other Cultures</u></p> <p>Explore how animals and humans are represented throughout art history. Develop into 3D artworks using clay and assemblage.</p> <p>Key artworks Cave painting Aztec Art Louise Bourgeois</p> <p>Key skills: Drawing, 3d modelling.</p> <p>Key Movement: Renaissance Art</p>

	<p>David Hockney</p> <p>Key skills: observation drawing, texture, tone and 3D work.</p> <p>Key Movement: Post Impressionism</p>					
<p><u>Summer 1</u></p>	<p><u>Showing Our Feelings</u> Explore how artists use colour, tone and different marks to express how they feel. Develop into collage and print.</p> <p>Key artists: Jasper Johns Wassily Kandinsky Sonia Delaunay</p> <p>Key skills: Colour theory, tone, mark making, collage.</p> <p>Art Movement: Fauvism</p>	<p><u>Investigating textures.</u> Investigate various textures in local environment and natural objects. Explore how textures can donate form. Develop into abstract painting/ 2D artwork.</p> <p>Key artists: Joan Miro Henri Matisse</p> <p>Key skills: texture, mark making, form, space.</p> <p>Art Movement: Abstract Expressionism</p>	<p><u>Abstracted Objects</u> Investigate how objects can be drawn and abstracted. Draw, paint and collage different still lives and explore how they can be rearranged to create new artworks. Observe and draw different</p> <p>Key artists: Ben Nicholson Louise Nevelson</p> <p>Key skills: observation drawing, collage, assemblage.</p> <p>Key Art Movement: Abstractionism</p>	<p><u>People and Place</u> Explore how artists represent and manipulate the human form. Look at how the location of sculpture changes the meaning. Develop into wire sculpture.</p> <p>Key artists: Antony Gormley Giacometti Pablo Picasso</p> <p>Key skills: working in 3D, form, space</p> <p>Key Movement: Cubism</p>	<p><u>World Patterns</u> Look at how pattern and design vary around the world. Chn will study different art styles and learn how different cultures choose to represent themselves through their art.</p> <p>Key artists: Yinka Shonibare. Aztec, Islamic, African and ancient Greek art.</p> <p>Key skills: pattern, form, working in 3D.</p> <p>Key Movement: Medieval Art</p>	<p><u>Containing Stories</u> Explore how pots, vessels and containers have been used to tell different stories throughout history. Chn to explore different materials and create scenes to tell the story of their own lives.</p> <p>Key artists: Grayson Perry Kate Malone Norie Hatakeyama Mayan pottery.</p> <p>Key skills: pattern, form, working in 3D.</p> <p>Key Movement: Pre- Raphaelite Art</p>

