

# Wardley CE Primary School

## Art and Design Policy



Name of Reviewer	Andrew Tinkler
Date of Approval of Governing Body	September 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2026

### **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation.
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

### **Practical ways in which we attempt to carry out our school vision**

#### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

#### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

#### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

#### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

#### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

### **Spiritual Moral Social & Cultural Statement**

At Wardley CE Primary School we are all artists and designers. We want our pupils to appreciate Art and Design and have no limits to what their ambitions are and grow up wanting to be painters, illustrators, graphic and clothes designers or art teacher.

We want them to embody our Christian values of Respect, Trust, Friendship, Courage and Perseverance, both spiritually and academically and embrace the school mission statement of: 'We can do all things through Christ who strengthens us.'

The Art and Design curriculum at Wardley has been designed with the goal to engage, inspire and challenge all pupils, equipping them with the knowledge and skills to observe, draw, paint and simply create their own masterpieces full of line, colour, pattern, shapes and a strong sense of individual flare. It aims to provide the pupils with opportunities to think critically and develop a more rigorous understanding of Art and Design.

In Art and Design, we will endeavour to create an atmosphere of mutual respect in our relationships with every other member of the school. With a consistently positive attitude we will act with fairness to everybody. We will endeavour to be consistent in our speech and manner to all members of the school, fostering caring, loving attitudes towards everyone, and setting a good example through our relationships with each other. We will create a safe and secure environment, emotionally and physical, making Art and Design a wonderful, joyful, awe-inspiring thing to be involved in. We will encourage the children to feel an important part of every step and value every contribution by encouraging each person's involvement in their artistic creations.

It is set within our school's framework for developing spiritual, moral, social and cultural (SMSC) understanding. The Art and Design curriculum at Wardley has been designed with the goal to 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. It aims to provide the pupils with opportunities to think critically and develop a more rigorous understanding of art and design. It is set within our school's framework for developing spiritual, moral, social and cultural (SMSC) understanding.

Spiritual education in the Art and Design curriculum at Wardley CE primary School is seen when the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these inspirational works of art. They also experience great admiration and respect for their peers' work when they

see the level of achievement and progress that has been reached. Pupils understand that this standard of work does not happen immediately but requires endurance.

Moral education in the Art and Design curriculum at Wardley CE primary School is seen when the children incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes children to be positive about their work and increases self-esteem.

Social education in the Art and Design curriculum at Wardley CE primary School is seen when children collaborate on their artwork. This requires cooperation and communication, linking to the school's values of trust, friendship and respect. There are also social aspects in art from visiting various places such as art galleries (Year 2 visit The Lowry and Year 3 visit Bolton Museum).

Cultural education in the Art and Design curriculum at Wardley CE primary School is seen through the links that the curriculum has through contextual themes to a wide range of cultures and civilizations from around the world. This leads to children gaining a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. From Turkish ceramic tiles and Mayan temples to African masks and Asian clothing, the exciting fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

## **Intent**

What is Art and Design?

Art and Design is an inspiring, rigorous and practical subject at Wardley. The curriculum allows opportunities for pupils to use their creativity and imagination, to design and create artwork that are both beautiful and inspirational and something to be proud of.

The Art and Design curriculum promotes a love and thirst for learning and doing. It is ambitious and empowers our pupils to become independent and resilient. We want to equip pupils with ambition beyond the minimum statutory requirements of the Art and Design National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life.

The curriculum is meticulously planned with the intention to address social disadvantage and ensure that all pupils, including those with SEND, have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils' knowledge are quickly identified and addressed to ensure that pupils are

supported to meet the ambitious intended end points of the curriculum in Art and Design.

*"Everything starts with a dot."* Wassily Kandinsky (Ukrainian Artist)

*"Art is too important not to share."* Romero Britto (Brazilian Artist)

The children are reminded of what Art and Design is and what it means to study it.

In EYFS and Key Stage 1 the statement reads:

*'Art and Design is the study of your skills and imagination, to create drawings, paintings or sculptures.'*

In Key Stage 2 the statement reads:

*'Art and Design is a study of your creativity and imagination, through drawing, painting or sculpture, producing works of beauty or emotional power.'*

Through Art and Design, the children will acquire a broad range of subject knowledge and draw on disciplines such as computing and design and technology. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Art and Design, they develop a critical understanding of its impact on their life and the wider world. High-quality Art and Design education make an essential contribution to their own creativity, culture, wealth and well-being of the nation.

Art and Design inspires a curiosity and fascination about important things in our world from an early age. The subject is therefore well placed to play an important part in developing the school's vision to enable the children to make the most of their talents and see that 'we can do all things' within a deep and rich curriculum.

Our subject intent for DT is that the children will aim 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.

Our Wardley values and our core values are placed at the heart of everything we do. These continually feed into the Design and Technology curriculum. We enrich pupils' time in our school with memorable, unforgettable experiences and provide opportunities to engender an appreciation of human creativity and achievement.

We expect:

- The willingness to take creative risks to produce innovative ideas and artwork.
- An excellent attitude to learning independently and with others.
- The ability to carry out thorough research and ask questions to develop a detailed knowledge of users' needs.
- The ability to act as responsible artists, working ethically, using finite materials carefully and working safely.
- The ability to manage risks exceptionally well to create artwork safely and hygienically.

Our subject intent is that to be an artist at Wardley CE Primary means that you have:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Implementation

We effectively develop and invest in our teaching staff to ensure that they are fully equipped with expert subject knowledge to support the delivery of the exceptional Art and Design curriculum. The school works closely with specialist support to help achieve this. Teaching is highly effective for all pupils. Teachers present the curriculum content clearly. The curriculum is delivered through a subject specific approach which supports pupils to develop their understanding of the subject's threshold concepts and knowledge of the Art and Design curriculum. Each lesson within a unit of work is carefully crafted and builds upon what has been previously taught from one year to the next.

Pupils take inspiration from artists, craftspeople and designers throughout history to help generate ideas for their work. They explore and practise the knowledge, skills and techniques involved in the unit and to review and revisit ideas before producing a final piece. This process is replicated for each art and design unit. The way each discipline is taught is revisited in each phase, at a progressively deeper level.

The children know these as the 'Big Ideas'.

The children are assessed by the teacher during each unit against the age-related expectations for these key Art and Design threshold concepts. They are:

- To develop ideas
- To master techniques
- To take inspiration from the greats

These threshold concepts are revisited throughout the key stages to develop and consolidate the pupils' skills and knowledge using a range of art, craft and design mediums. By the end of Key Stage 2 the aim is for all pupils to be proficient in drawing, painting, sculpture, printing and other craft and design techniques.

Over the course of an academic year, pupils experience three Art and Design projects which are highlighted on the Art and Design curriculum overview. Each project is supported by a 'teacher pack' which contains a sequenced, step-by-step guide as well as templates and photographs, to the development of a final piece. Each pack consists of carefully planned activities which provide full coverage of Art and Design skills.

During Art and Design lessons the pupils:

- are presented with a sequenced skills led activities.
- Given clear and high expectations.
- given opportunities to explore famous artists and cultures.
- reminded of the Threshold Concepts (Big Ideas)
- introduced and re-introduced to Art and Design vocabulary.

- practise and master Art and Design skills using a variety of materials.
- Encouraged to make mistakes and start again.
- evaluate their abilities and final product.

In Key Stage 1 pupils are taught to:

- use a range of materials creatively to design and make products.
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- 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 2 pupils are 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.
- to create sketch books to record their observations and use them to review and revisit ideas.
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

At Wardley CE Primary, all Art and Design projects begin by gathering background research and are taught how to effectively evaluate past and present artwork and develop a critical understanding of its impact on their life and the wider world. Pupils take inspiration from artists throughout history, from Vincent van Gogh and Wassily Kandinsky to Claude Monet and LS Lowry, to help generate ideas for their work.

Teachers ensure the subject is delivered in creative and engaging ways, to develop pupils' artistic knowledge.

Teaching is highly effective for all pupils. Teachers present the curriculum content clearly through component parts of the Art and Design project packs and develop pupils' critical eye and appreciation of art, pupils discover and learn about great artists, architects and designers in history and develop their understanding of the historical and cultural development of their art forms. Through discussions, self and



peer assessments, pupils develop their ability to describe the differences and similarities between different practices and disciplines and make links to their own work.

The teaching of the Art and Design curriculum is planned and delivered to support pupils to transfer key knowledge into their long-term memory and therefore improve the progress they make. Essential vocabulary is identified within each lesson and unit of work to ensure that our pupils can discuss and evaluate the Art and Design content effectively.

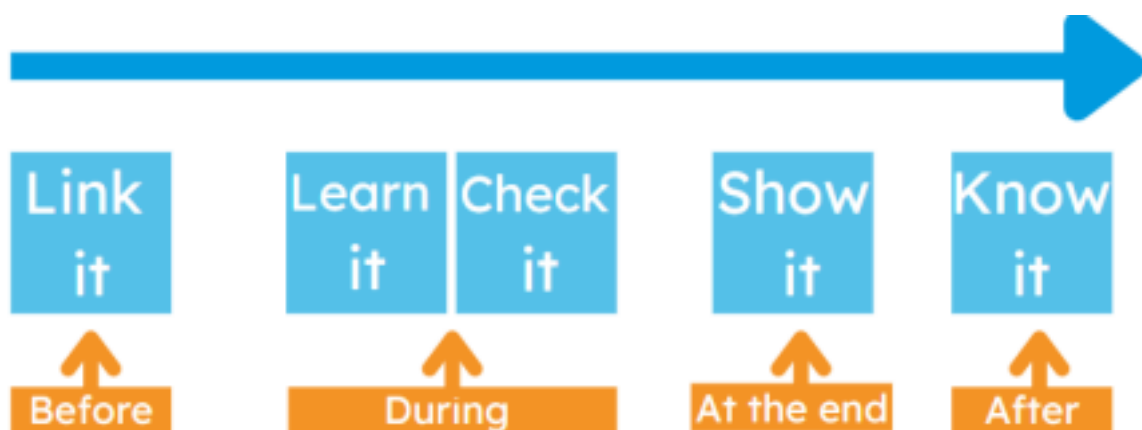
Whilst delivering the curriculum, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and identifying and addressing misunderstandings.

At Wardley CE Primary School, the predominant mode of teaching for Art and Design is whole class teaching with appropriate adaptive support being given in line with the school's teaching & learning policy.

The Art and Design curriculum is taught by the class teachers with the support of two art specialist consultants who visit the school on a regular basis through each term.

Above all, the teaching of art at Wardley CE Primary is full of enthusiasm, passion and love for the subject.

At Wardley CE Primary School we place five pedagogical principles at the heart of our Art and Design curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to 'remember more and know more'.



**Link It:** At the beginning of a unit of learning teachers carefully link the children's prior learning. Learning starts with igniting pupils' prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the 'Learn It' stage where the composite learning is broken down into manageable components.

**Learn It:** This is new learning. It is often taught through a sequence of lessons that follow a 'line of enquiry'. These are shaped by key questions which guide the children's exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

**Check It:** Throughout the 'Learn It' phase, teacher's plan 'Check It' opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils' knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children's understanding will be checked by the teacher through a range of 'Check It' tasks.

**Show it:** At the end of a sequence of learning, we use 'show it' which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the 'line of enquiry' that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

**Know It:** At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

### **Links to the Wider Curriculum**

At Wardley CE Primary School we teach Art and Design discretely over each term. We try to link Art and Design to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Wardley CE Primary School Art and Design contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop verbal skills through the discussion that the Art and Design curriculum generates.

At Wardley CE Primary School Art and Design teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use mathematical skills such as measurement in a practical way.

At Wardley CE Primary School we use computing in Art and Design teaching where appropriate. Children use computing in Art and Design to enhance their skills and they also research information using the Internet.

At Wardley CE Primary School Art and Design contributes significantly to the teaching of personal, social, citizenship and health education. Children develop

self-confidence by having opportunities to explain their views on artwork. They discover how art can be used to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching Art and Design, we contribute to the children's spiritual development where possible. The Art and Design programme of study enables children to understand that Britain's rich artistic and cultural heritage can be further enriched by the multicultural British society of today.

### **Art and Design in the EYFS**

Specific art techniques will be used to help develop these strands within the context of an art curriculum that extends throughout the school. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. Here are the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- *Physical Development*
- *Expressive Arts and Design*

The Development Matters 2020 statements are, therefore, a more detailed means to achieve these goals and an indication of where they are heading towards.

#### Physical Development in the EYFS

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

### Expressive Art and Design in the EYFS

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Create closed shapes, with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

The Early Learning Goals are a suggestion of where a child is at the end of Reception. By the end of EYFS we expect the children to be able to:

### Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Expressive Art and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used. The key link for art within the EYFS is in expressive arts and design.

Within this strand of the EYFS curriculum, the development of children's artistic and cultural awareness supports their imagination and creativity. We feel that it is important that our 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.

## **Impact**

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about connecting existing and new knowledge, developing competence and making links. Our well-constructed curriculum in Art and Design leads to pupils successful learning. This is evidenced in the outcomes within the artwork that is produced. The Art and Design curriculum will also contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be identified by the children in being able to talk confidently about their work and sharing their work with others. Pupils are well prepared for the next steps and stages of their learning. As a result, pupils make excellent progress; they know more and remember more as they move through the Art and Design curriculum.

Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

In Art and Design, formative assessment is through on-going observation of and discussion about pupil's work. Assessment is not seen in isolation but as part of a continuous teaching and learning process based on work produced throughout the year.

Summative assessment is also based on both observation and discussion of the pupils' artwork. The teacher assesses the evidence that has been gathered against the Art and Design curriculum's disciplinary knowledge (threshold concepts) and substantive knowledge.

Assessment also informs learning to ensure that all pupils achieve highly and acquire the knowledge and cultural capital they need to succeed in life. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

### **Role of the subject leader.**

The Art and Design subject leader at Wardley CE Primary School is Andrew Tinkler

The role of the subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this, subject leaders will undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's artwork.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition, subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

### **Art and links to home.**

Ideas about how parents and carers can help their child with Art and Design at home are sent out on the class curriculum leaflets each half-term.

Art and Design can be the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as painting, drawing, photography and collage as well as using ICT.

The Art and Design subject leader will create blogs which are put onto the school website. The blog celebrates artwork from EYFS to Year 6 through text and photographs. These can be viewed by children and their families at home as well as coming into school to view our wonderful galleries and displays.

## Inclusion

At Wardley CE Primary School all children have access to Art and Design lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation.

Through adaptive teaching we provide all children with the tools and support to be involved and access every art and design lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in art and design we will use the following provision model:

### Wave 1 Support

#### Inclusive Quality First Teaching

Adaptations planning and work  
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser  
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.  
Behaviour management  
Effective deployment of staff and support staff  
Consideration of teaching programs and planning for varied learning styles  
Accurate assessments  
Pupil progress meetings  
Working closely with parents  
Being mindful of cultural and social differences / influences in the community

### Wave 2 Support

#### Additional Interventions to enable children to work at age-related expectations or above

Provision mapping  
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy  
Use of marking and assessment to identify children who need a re-cap focus  
Pre-teaching / Post teaching follow up  
Small group phonics  
Well-being groups  
Social communication resources in class e.g. timetables, social stories  
visual cards  
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

## Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs

SALT intervention or 1:1 specialist SALT

1:1 emotional therapy – iThrive

1:1 input LSS and PIT

Enhanced SALT support (School Buy-in)

Precision teaching

Behaviour plans

Personalised reward programs

Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on