Bricknell Primary School

Art and Design Policy

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Subject Co-ordinator: Victoria Jones

Curriculum Intent

Art and design embodies some of the highest forms of human creativity which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. By teaching Art and design, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individual artists.

At Bricknell Primary School, the teaching of Art and design curriculum has been carefully considered to enable our pupils to become confident and competent artists and designers. At Bricknell, we follow the Kapow programme. Our highly skilled subject leader has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3 and life beyond the classroom.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.

Within the Art and design Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within Art and design, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in Art and design. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embed within the long term memory. These key concepts compliment work carried out across the school in line with Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and have the knowledge and skills to enter KS3 Art and design curriculum.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts: These concepts are explored through each unit of art and build progressively as pupils move through the school.

- **Knowledge of artists and designers:** (factual knowledge)
- **Exploring and developing ideas:** (conceptual knowledge)
- **Making skills and Formal elements:** (procedural knowledge)
- **Evaluating:** (metacognitive knowledge)

Second order concepts: These can used across all aspects of a subject to organize the substantive knowledge taught.

- **Chronology:** (history of art and changes over time)
- **Similarity and difference:** (comparing works of art, identifying common/different styles and techniques)
- **Significance:** (significant artists, works of art and art movements)
- **Written, oral and creative expression:** (using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

In Art and design, by the end of EYFS children will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials

They will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

By the end of Key Stage 1 children will:

- Be able to use a range of materials in a creative way to design and make products
- Be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop their own use of colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describe similarities and differences between different practices and principles, and used some of their techniques in their own work.

By the end of Key Stage 2 children will:

- Develop their techniques to create and experiment with greater control and choice of materials through the study of great artists and designers.
- Be confident in the use of sketch books to record their observations, develop review and refine their ideas.
- Have improved their mastery of a range of art and design techniques including drawing, painting and sculpture with a range of materials.
- Be aware of different kinds of art, craft and design and the techniques that are used to create them.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills.

Art is taught using the Kapow scheme of work. It offers full coverage of the Key Stage 1 and Key Stage 2 curriculum as well as incorporating SMSC development. The content is categorised into 5 areas: Making Skills, Generating Ideas, Formal Elements, Knowledge of Artists and Evaluating. Each unit contains lessons which are designed to be taught in sequential order, with the exception of the lessons in Making Skills and Formal Elements units which can be taught in any order. These 2 units feature within each of the year groups and develop the discrete skills and techniques of art, craft and design. Work is planned with reference to the National Curriculum and the Constellation Trust progressive knowledge document. The National Curriculum breaks Art down into 4 strands; Materials, Techniques, Artists and Expression and Imagination. Skills in the EYFS are planned through the objectives within the EYFS Statutory Framework and ensure progression into Key Stage 1.

Our scheme of work has been designed as a spiral curriculum with the following key principles in mind: **cyclical** (pupils return to the same skills again and again during their time in Bricknell Primary School), **increasing depth** (each time a skill is revisited it is covered with greater complexity, **prior knowledge** (upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations).

Formal elements of art units are taught (with the exception of Year 6) and these lessons focus on the discrete skills of the formal elements of art: line, shape, tone, texture, pattern, colour. Each year group from Year 1 to Year 6 has a unit called Art and Design Skills which focusses specifically on developing pupils' art, craft and design skills in a discrete way. The application of skills from these two recurring units are then applied throughout the rest of the scheme (eg sculpture and collage, pre historic art, etc).

At Bricknell, all Art and design lessons will follow the same teaching sequence outlined below.

In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

Impact

A wide range of strategies are used to measure the impact of our Art and design curriculum. In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

Our teaching sequence allows children from KS1-2 to respond to a 'Big Question' and to assess how they feel they achieved in each session. The impact of our Art and design curriculum is also

monitored daily across the school in a variety of different environments across structured and unstructured times.

Assessments are also carried out at the end of each lesson using the Kapow assessment spreadsheet. During the lesson, pupil's misconceptions or gaps in subject knowledge are addressed and opportunity is given for further practice. At Bricknell, we offer a variety of additional support for children who are working below age related expectations with Art and design.

Our Subject Leader will also monitor the effectiveness of the Art and design curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Senior Leadership and Governors.

The effectiveness of Art and design is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

Artists from the local community are welcomed into our school to be a part of developing themes and helping children to have a wide range of exposure to different skills. The school is an active participant in the #WeMadeThis community arts movement which encourages parental engagement, a variety of cultural experiences and develops children's understanding of their creative role and potential within the wider community. Additional funding to support these events is often provided by the Friends of Bricknell. An after school art club runs each week in Key Stage 1 and Key Stage 2.

Cross curricular connections

The art skills learnt are used across the curriculum for example drawing diagrams in Science, illustrations and story maps to accompany writing and making repeating patterns in DT. Art and design therefore is evident across the school in a variety of different settings as well as in daily classroom practice. Art and design second order concepts are evident in subjects such as DT, Science, History and Geography. This is through developing the knowledge of chronology, similarities and differences, significance and expression. We believe these are key skills to learning and help prepare children for life at KS3 and beyond the classroom.

Equality

We believe that pupils at Bricknell Primary School should not be discriminated against in terms of the 9 protected characteristics (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion/Belief, Sex and Sexual orientation). This intent is embedded and implemented across the whole PSHE curriculum. All children should have the opportunity to participate fully in classroom PSHE lessons, extra-curricular and whole school activities, therefore reasonable adjustments are made to accommodate all pupils.

SEND

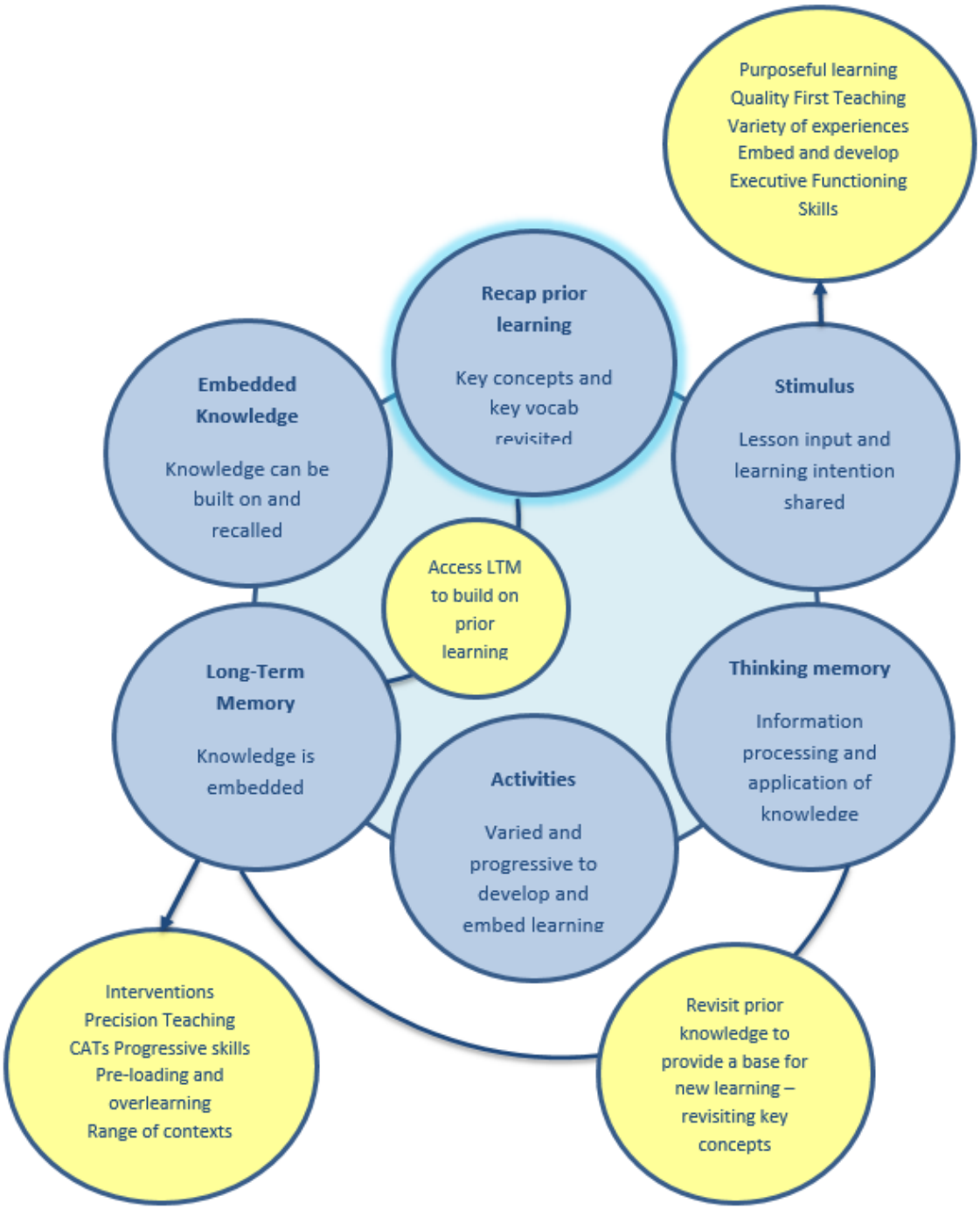
At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve

success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs PSHE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners "think about their thinking" they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our teaching of Art, we should be aware of the following:

- Do we allow children to express creative and original thinking through Art?
- Do we provide children with opportunities to work with a variety of tools, materials, techniques and mediums?
- Do we provide children with regular opportunities to develop their creative skills?
- Do we give children access to a variety of Art of different genres and styles, including Art from different cultures?
- Do we allow children to express their feelings and opinions about Art?

Resources

Bricknell Primary School have subscribed to the Kapow Teaching Scheme. To support lessons, a good range of resources are available at school and staff are given the opportunity to request additional items as necessary.

Staff CPD

At Bricknell Primary School, invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.