

Neville's Cross Primary School & Nursery

Art and Design Policy

Date of policy: February 2023

Review date: February 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'



Art and Design Policy

Intent

At Neville's Cross we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum, offering enrichment opportunities. The skills and knowledge that children will develop throughout each art topic are mapped out across each year group and throughout the school to ensure progression. The ambitious, high-quality curriculum we offer will engage, inspire and challenge all pupils equipping them with the knowledge and skills to experiment, invent and create their own works of art. The children at Neville's Cross are encouraged to express their own creative imagination as well as practising and developing mastery in the key forms of art: drawing, painting, sculpture, collage, printing and digital art. They are introduced to a range of artists, crafts people and designers from different periods of history and different cultures. They will use their works of art as inspiration for their own and will consider how they have shaped our art history. We believe that Art and Design contributes to personal development in creativity, independence, judgement and self-reflection. As pupils progress, they should be able to develop their critical abilities, evaluating their work and the work of others regularly. Displays in classrooms and around school, as well as an annual art gallery, reflect the children's sense of pride in their artwork and celebrate their efforts.

Introduction

At Neville's Cross, our art and design curriculum is designed to engage, inspire and challenge our children. We value art and design as an important part of our children's entitlement to a broad and balanced curriculum. The structure of our art curriculum aims to equip our children with the knowledge and skills to experiment, invent and create their own works of art, craft and design, providing a safe outlet to express their own individual interests, thoughts and ideas. We wish for our children to become creative, critical thinkers prepared to reach their full potential in their future lives.

Our art and design curriculum is designed with our key curriculum drivers in mind:

Creativity – we aim to provide a high quality, engaging art curriculum in order to enrich our children's natural creativity and imagination. We provide our children with a range of experiences which allows them to see the enjoyment and satisfaction in the process of producing art. We work hard to create confident, independent artists who can articulate their own creative journeys. We encourage experimentation, risk and innovation and we aim to be less focused on the outcome and more focused on the creative journey.

Well-being – we aim to provide our children with time and space to explore ways to be creative without the need to be perfect. We aim to create an ethos of not being afraid to make 'mistakes' but instead for children to be risk-takers, problem solvers and to develop resilience within art. We understand the importance that art and design can contribute to our children's personal development in independence, judgement and self-reflection as well as an outlet for mindfulness, supporting their wellbeing.

Our Communities – we aim to develop strong links with the creative, design and digital media industries involving adults with specialist skills from the local and wider community. We plan opportunities for learning outside of the classroom and offer children opportunities to collaborate with their peers to develop their art on a larger scale. We strive to present children with a diverse range of artists, crafts people, designers and architects so that they can experience 'the arts' from different cultures and periods of historical significance.

Aims

We will, through the teaching of Art and Design, aim to:

- Stimulate each child's own creativity and imagination.
- Give children the opportunities to develop skills in drawing, painting, sculpture, digital media, collage and other art and design techniques and to see progression in their use.
- Develop each child's confidence and sense of achievement within the creative process, knowing that artists make lots of changes along their journey to their final piece.
- Develop each child's understanding of the formal elements through a broad and balanced curriculum.
- Allow children to experiment with a wide range of creative materials within different contexts; as an individual and within groups.
- Increase children's awareness of the role and purpose of art and design in different times and cultures.
- Develop our children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- Give children confidence to critically evaluate their own work and the work of others.
- Provide enrichment opportunities within the arts.
- Encourage children to value their work by showcasing their work around school through high quality displays and activities such as the school gallery.

The National Curriculum

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- To develop their techniques, including their control and use of material, 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.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- About great artists, architects and designers in history.

Our Approach and Curriculum Organisation

Art is carefully planned at Neville's Cross to ensure our children are able to progressively develop and deepen their knowledge and skills as they move through school. Our children are encouraged to express their creative imagination as well as practising and developing mastery in the key processes of art: drawing, painting, collage, printing, digital art and sculpture. We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate.

Our Art and Design curriculum is organised on a two year rolling cycle to accommodate for our mixed age classes. Each unit has a specific key artist and our knowledge and skills are progressive and are split into 4 key areas:

Creativity

- Developing ideas using sketchbooks
- Creating original artwork – imagination.

Making skills

- Drawing, Painting, Collage, Sculpture, Printmaking, Digital media.

Factual knowledge –

- Artists, crafts people and designers
- Formal elements

Reflection/ Evaluation

- Identifying similarities and different to other's work (purpose and intention – KS2)
- making choices and decisions.

Each unit from Key Stage 1 to Key Stage 2 will also feature a project driver based upon making skills (e.g drawing, painting, sculpture, digital media or printing). Please see our road maps below for our organisation of projects from Nursery to Y6 for each cycle:

Art and Design Cycle A



EYFS – Expressive Arts and Design



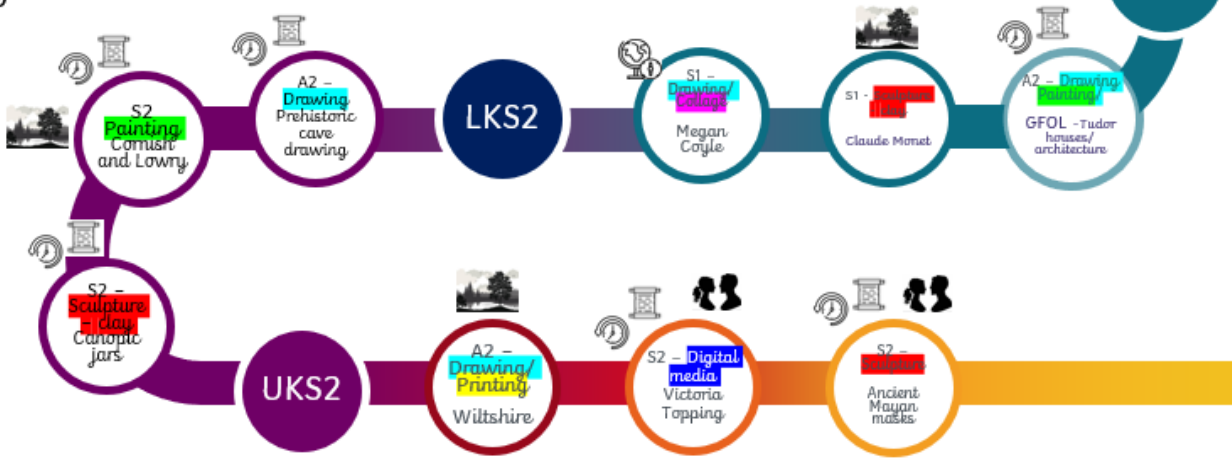
Art and Design Curriculum Road Map

Curriculum Plan

In Nursery, ART is embedded throughout the year through expressive arts and design. In YR, key aspects of Art are planned to fit classroom themes and to introduce key artists and colours.

In KS1 and KS2 we teach Art every term following a two year planning cycle alternating with Design and Technology. We alternate the main project focus to cover drawing, painting, sculpture, digital media and printing.

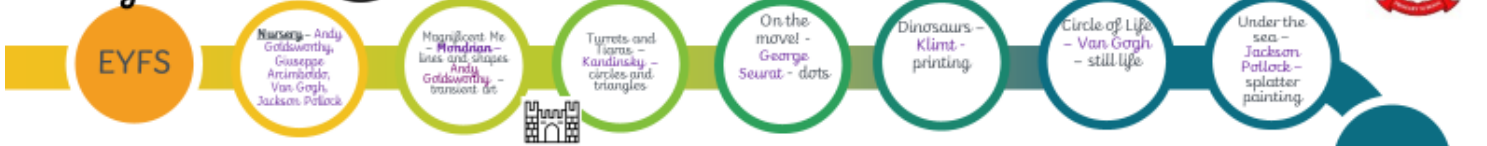
We hold an arts week each year which builds upon these skills and provides a textiles focus.



Art and Design Cycle B



EYFS – Expressive Arts and Design



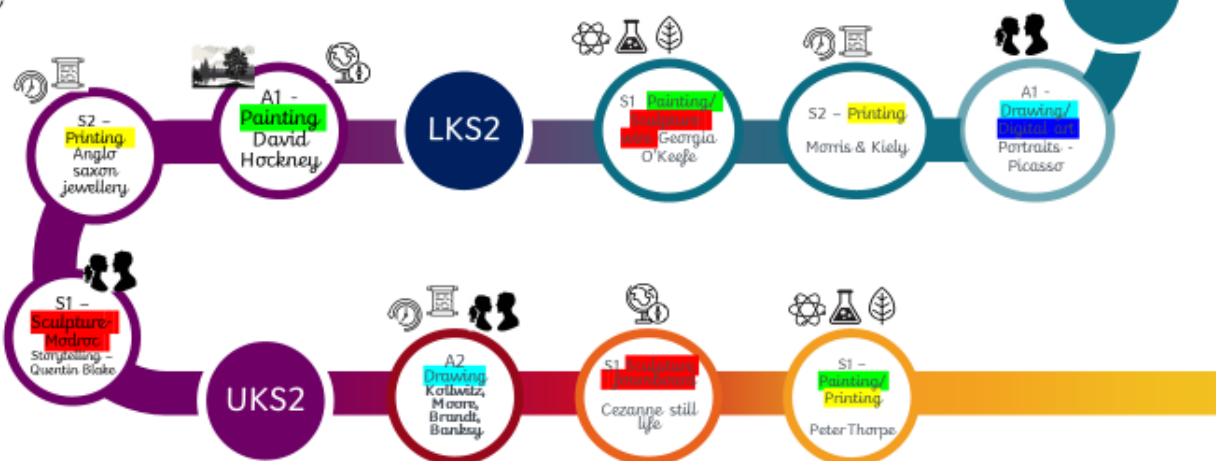
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Teaching staff will follow detailed medium-term plans to form their short-term art planning. Sketchbooks are used in Key Stage 1 and Key Stage 2 to record learning and Seesaw is used to collect additional evidence of learning. Teachers will showcase work in high quality displays in the classroom and around school. (See Display Policy) Our long term and medium term plans are shared on our school website.

EYFS

In the early years, art is encouraged from the very beginning of our children's school experience. Within EYFS, children are immersed in art in a child-initiated way, through Expressive Arts and Design. The artistic aspects of the children's work relate to the objectives set out in the Early Learning Goals (ELGs) and allow children to experience art in different forms. We ensure that the key foundational knowledge required for our KS1 art curriculum is fed into our Early Years environment and learning activities, as demonstrated in our curriculum organisation. Children are introduced to a range of media and they experiment with mark-making using a range of implements (including pencils, crayons, paint brushes). Art in EYFS allows children to explore the natural world around them and to develop a sense of self. Children create visual representations of themselves; objects (such as plants and animals); and environments that are familiar to them. In EYFS (particularly Reception), some artists are introduced and their work is discussed and replicated. We allow children to explore the early skills of drawing, painting, sculpture, digital art and printmaking within continuous provision and adult led tasks. This enables the beginning of their 'art journey' developing their natural sense of wonder and curiosity about the world around them. The art skills and knowledge that we expect children to cover in the EYFS are clearly featured on the medium term and short-term planning, and are recorded on Tapestry alongside the hashtag #art.

Learning Links

We recognise the value art plays in the teaching of other subjects, including the core subjects. Throughout EYFS and across both KS1 and KS2 children will have the opportunity to make links with learning in other subject areas. Using history, geography and science learning as a starting point for planning, we can make meaningful links helping to strengthen and build connections in learning. We have also thought carefully about our local area and have used local artists to enhance our curriculum. For example, within our mining project in Y3 and 4 we study the work of the 'pitman painters' including Norman Cornish. We contrast this with international artists, sculptors, designers and architects from a range of cultures and time periods to ensure that children can respect and enjoy a range of art and develop their personal responses and preferences.

As well as this, we extend our art offer by providing children with opportunities to further their creativity beyond our curriculum; using our outdoor environment regularly, entering local art events and competitions, holding an annual whole school arts week, experiencing art workshops led by visitors, showcasing our work in an annual Neville's Cross art gallery and by offering after school art and craft clubs. We also take pride in displaying the children's artwork as well as great artists and photographers around the school in our displays and hope to encourage the children to develop a language for art through discussing the artwork we expose them to.

Assessment

Sketchbooks will be used in KS1 and KS2 children to show progression. Sketchbooks are used to collect and comment on the artwork of key artists; collect ideas for their own art pieces and develop a record of skills. These will not be marked by the teacher formally and instead verbal feedback will be given in the lesson. Peer feedback may be evident using post it notes and through feedback on Seesaw using the comments feature.

In 2023 we have introduced a single page, whole class assessment sheet for non-core subjects including Art. Teaching staff will note initials of those pupils working above and below in each lesson of a unit. They will also note any actions required. Evidence can also be found on Seesaw; 3 pieces of evidence each half term. This will include the final piece for each child before it is sent home to be enjoyed by the child. In EYFS examples of artwork will be uploaded to Tapestry using the #art to evidence practical activities and collaborative work. Termly topic assessment grids are completed for each year group by teachers following on from what has been taught – these can be accessed by subject lead on Sharepoint. These are based on teacher knowledge following the term's teaching. At the end of a unit, simple assessment tasks inform teacher judgements.

Monitoring

As well as class teachers, the subject coordinator will collect evidence from sketchbooks, Tapestry, Seesaw and displays around school to check that there is a progressive coverage of skills and knowledge in all year groups. Monitoring will also include learning walks to see lessons in progress, pupil voice surveys with a small sample of pupils and the subject coordinator will closely monitor our whole school summative tracking documents. The coordinator will feedback results of monitoring to all staff in a timely fashion and will provide ideas/help where appropriate.

Health and Safety

All precautions must be taken to keep the environment safe whilst also giving children the opportunity to experience using different equipment. It is important to give children guidance on using any equipment given and monitor use throughout the lesson. Children will be supervised at all times during activities and are instructed in the correct use of equipment and tools, especially when using heated or sharp resources.

Equal opportunities

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures will be taught.

Special Education Needs

Every child in school will have the opportunity to succeed in Art and Design lessons. At Neville's Cross, teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups

Resources

Resources are stored centrally in the art cupboard in Bowes classroom. Drapes and artefact boxes are also available from the Durham Learning Resources and a selection of books is available in the Library.