

Art, Craft and Design Policy

Stanah Primary School



"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."

Quentin Blake, Children's Laureate

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1 Intent

As a school, we believe that art is a vital and integral part of children's education. Art contributes to our children's personal development in creativity, independence, judgement and self-reflection. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about different types of art in our society.

The intent of the art curriculum at Stanah Primary School is to focus predominantly on a traditional approach to the teaching of art and design, developing proficiency in drawing, painting, sculpture and other art, craft and design techniques giving pupils the knowledge, skills, and confidence to express their artistic thoughts and ideas creatively and imaginatively. However, we believe creativity is inherent in all children and should be nurtured. Conceptual ideas are a skill and all art is valued. At Stanah, art is inclusive and pupils cumulatively develop preferred ways of working. The curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of Western artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and sequences of lessons and experiences that complement the Stanah curriculum themes. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Art is not taught in isolation, but wherever appropriate, it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established. As a school we celebrate and recognise the work children also bring into school from home.

Our intent is to offer opportunities for children to:

- become *confident*, brave artists who experiment and reflect on their work whatever their ability
- experience a broad and balanced range of art activities and show *ambition* and progression within these experiences
- develop their *interest* and enthusiasm for art and design, finding a media they enjoy
- show development of ideas and their own skills through the use of a sketchbook
- develop their *knowledge* and ability to observe, investigate and respond to the work of artists, crafts people and designers
- through art, extend and enrich other curriculum areas and provide opportunities for studying historical, cultural and religious art

Art at Stanah Primary School will give all children of all abilities the chance to excel in something, achieve objectives, and produce pieces of work that they value and are proud of in a happy, safe environment.

2 Implementation

We teach a **skills-based** art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise the key processes of art: drawing, painting, sculpture and other art, craft and design techniques. This is supported through the studying of key artists and the development of **knowledge** through their work.

Lessons are taught in blocks on a half termly basis and involve, where appropriate, studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before designing and completing a final piece. The children are always given constructive feedback from both their teacher and their peers, enabling them to both evaluate and express artistic opinion on their artwork and that of their classmates. The evidence of their work, design, experiments and any creative idea is collected within the children's art sketch book each year. Photographs of larger, group or 3D pieces are also kept on the school Google drive. Final pieces are photographed and saved in the pupil's online portfolio.

2.1 Curriculum

The progression of skills and knowledge in Art at Stanah Primary School (see attachment 1) is derived from those as written by Paul Carney (NSEAD registered Art and Design Education Consultant).

It is based on Bloom's Revised Taxonomy, the National Curriculum and the National society of Education in Art and Design's (NSEAD's) curriculum competencies. The NSEAD is the national subject organisation for art and design in the UK.

The progression of skills and knowledge is designed to ensure the broad attainment areas and aims as set out in the National Curriculum are taught effectively and relates progression to Bloom's four revised taxonomy knowledge domains; procedural, factual, conceptual and metacognition. It also relates progression to the NSEAD attainment areas of Making Skills, (procedural), Generating Ideas (conceptual creativity), Knowledge (factual) and Evaluation (metacognition) and so makes the sequencing of knowledge and skills as rigorous as possible.

At Stanah, our curriculum covers a *mix of both the traditional and xxxxxx approach* to Art and design education where we give pupils the foundation knowledge, skills, and confidence to express their artistic thoughts and ideas creatively and imaginatively ready for their progression to the next step in their education. We believe creativity is inherent in all children and should be nurtured. Conceptual ideas are a skill and all Art is valued. At Stanah, art is inclusive and pupils cumulatively develop preferred ways of working.

Table 1: Evidence Base for the progression of skills and learning objectives

<p>Blooms Revised Taxonomy</p>	<p>Factual The basic elements a student must know to be acquainted with a discipline or solve problems.</p>	<p>Conceptual The inter-relationships among the basic elements within a larger structure that enable them to function together.</p>	<p>Procedural How to do something, methods of inquiry and criteria for using skills, algorithms, techniques and methods.</p>	<p>Metacognitive Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p>
<p>NSEAD Framework for Progression 2014</p>	<p>Knowledge Knowledge of process and context</p>	<p>Generating Ideas Skill of designing and developing ideas</p>	<p>Making The skill of making art, craft and design</p>	<p>Evaluating Skills of judgement and evaluation</p>
<p>National Curriculum 2014</p>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>

2.2 Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons. Art projects are planned to cover the 4 main areas on the NSEAD framework for progression over a series of lessons if needed:

- Knowledge
- Generating ideas (Creativity)
- Making
- Evaluating

We do this best through a mixture of whole-class teaching and individual/group activities.

2.2.1 Lessons

Lessons are taught in blocks where it is possible linking to the curriculum themes, covering a range of art and craft skills every half term. Children are given the opportunity to use their sketchbooks whenever possible in 'free draw' time each week enabling them to explore their own ideas alongside the curriculum.

Where the lessons allow it, children are offered the choice of media to use so they develop their own style and preferences but also allowing them to challenge and experiment with what media works for their design.

Throughout lessons, teachers draw attention to examples of individual performance as discussion points for the class. They encourage children to evaluate their own ideas and methods as they work, alongside 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.

2.2.2 What is being taught

The Progression of Skills document at attachment 1 covers the skills and technique knowledge being taught at Stanah with clear reference points for progression in each area of art, craft and design.

In addition, each year group touch upon one or more of the 50 great western artists (see attachment 2) to broaden their knowledge of artists, designers and craftsmen as required by the National Curriculum. The list is provided as a reference point so that teacher may choose to explore more artists should the curriculum and time allow for it.

Attachment 3 is the Formal Elements Vocabulary reference list. Children are taught the technical language of art processes alongside the vocabulary used to express and describe the formal elements.

2.2.3 How it is being taught

The Stanah Art Scheme of Work (attachment 4) uses the Stanah Curriculum which is adapted this to the needs of our children through our creative and evolving year group theme content. This enables Stanah to deliver the progression of skills through each key stage.

The scheme of work maps out the art projects covered in each term during each year and key stage. These mainly follow the year group topics, however, some skills are standalone. Our subject leader works this out in conjunction with teaching colleagues in each year group, adapting it with new ideas where appropriate.

By planning our lessons (as above), our scheme of work provides a range of skills and experiences as required by the National Curriculum. Key areas of drawing, painting, sculpture and craft (collage) are taught sequentially from Reception to Year 6.

However, since we do not have the curriculum time to deliver the full spectrum of art and design properly and in depth every term, we provide stimulating curriculum experiences in a range of other art skills throughout the curriculum at various times.

Each year will have opportunities for:

- Drawing – 3 x per year; 1 x per term
- Painting – 2 x per year
- Craft (collage) – 1 x per year
- 3D modelling/sculpture – 1 x per year
- Study the work of 3 artists or designers per year

Other forms of art and craft are planned but can be included as experiences or reduced lesson sequences if needed due to curriculum time.

The Curriculum Summary Days that occur every half term give all children the freedom to create any piece of artwork and therefore an opportunity to practise their skill set learnt that year.

Stanah is to participate in art and craft events locally and from wider sources such as The Big Draw, Dot Day and the Young Seaside competition.

Art led days and Art Week is planned to run each year where possible. Trips to local exhibitions and art galleries are encouraged as part of year group planning alongside visitors to school.

2.2.4 Sketchbooks and Marking

Sketchbooks are used from year 1. They are a personal record of their art journey through school. They are to be used for all aspects of the art curriculum along with free draw / creative time in class.

Learning Objectives are present during lessons however they are not required in sketchbooks.

No teacher 'marking' is to be undertaken in sketchbooks or for any piece of artwork. However, teachers will give feedback under the guise of a 'peer assessment' or 'peer

evaluation' time in lessons. Due to art being so subjective, we feel it would not be following our art pedagogy to only explicitly teacher mark children's work. Teachers are only one opinion; all children are taught to give constructive feedback, observations, evaluations and compliments about each other's artwork, along with reflecting and self-evaluating their own work. Teachers form part of this process.

New sketchbooks are to be started for each academic year.

Knowledge Organisers are to be stuck in sketchbooks along with 'What Makes an Artist?' self-reflection templates.

KOs are a reference point for the children of the minimum knowledge they should be covering during the year, along with vocabulary to help them express their thoughts and opinions.

2.2.5 Resourcing

All art, craft and design resources are procured using the art budget and managed by the art subject leader. Resources are stored in both KS1 and KS2 art cupboards. Neither area is to be accessed by children unless they are UKS2 and closely supervised.

The library has a selection of books about artists and art techniques etc. The KS2 art cupboard has a selection of posters and photographs of works of art, artists etc.

Resources are identified for the next academic year by end of June of the current year. Class teachers are approached by the art subject leader to make sure resources are procured that are specific and appropriate for their next year topics.

Each year group is allocated the following resources from the art budget. These are to be maintained and managed by the class teachers. This list is not exhaustive and where budget allows, additions and changes are made:

- Range of paint brushes
- 1 x class set of drawing pencils
- 1 x class set of oil pastels (16 packets)
- Paint pots
- Paint mixing trays
- 1 x class set of wax crayons including packet of skin colours

2.2.6 Staff Continued Professional Development (CPD)

The Art subject leader is required to attend most courses for specific skills or primary art curriculum issues and provide follow on training to staff at staff meetings. Any online or group training courses to be rolled out to staff as requested. Staff are encouraged to access any free online drawing or painting courses and share their practice with the school.

3 Impact

The impact of this policy and teaching of Art, Craft and Design at Stanah, is assessed through a variety of channels.

3.1 Monitoring and Evaluation

Lessons are monitored throughout the year by the subject leader and through lesson observations. These take place at least twice a year as a minimum.

Sketchbooks are reviewed by the subject lead every term to monitor the curriculum coverage and skills progression.

Pupil interviews are conducted once a year and teacher survey is done at the end of each year to gain feedback from lessons taught, resources used / available and any improvement or changes to be implemented in the curriculum plans.

3.2 Measures

3.2.1 Confidence, Interest, Ambition and Knowledge

It is the intention of the Art, Craft and Design curriculum to inspire and offer opportunities for the children at Stanah to develop their confidence, interest, ambition and knowledge in the subject.

These 4 qualities will be measured through observations, assessments and surveys of the children and their work.

Confidence	Children will be asked questions about how confident they feel about art, in particular drawing and painting. It is the aim that all children will develop self confidence in their abilities in art and not answer by saying 'I can't do art'.
Interest	Children will be assessed on this quality by how much interest they have in the lessons, in learning about artists and by if they continue their learning outside of school. All home art will be celebrated in the classrooms along with the interest in extracurricular clubs.
Ambition	Sketchbooks will be assessed for evidence of children seeking to improve their work and annotating their designs and experiments with types of media.
Knowledge	End year quizzes and discussions during Curriculum Summary Days will be conducted by class teachers to assess vocabulary, artist and technical skills knowledge along with assessment of sketchbooks throughout the year.

3.2.2 Attainment and End of Year Expectations

Attainment is tracked using the End of Year Expectations produced by LPDS (see attachment 5 End of Year Expectations) with a final summative judgement recorded in the school's O Track data system.

To assist judgements of either Working Towards (WTS), Expected (EXS) or Working at Greater Depth (GDS), the Progression of Skills document is used as the measure of Working at the Expected standard, i.e. a child demonstrating the skills in their year group is working at the Expected standard. A child working beyond their age group skills, is assessed to be working at Greater Depth.

Progress is measured individually by assessing all work in sketchbooks and keeping a portfolio of work throughout the year. A progress score of 1, 2 or 3 is given at the end of the year accordingly:

- 1 Less than expected progress made
- 2 Expected progress made
- 3 Above and beyond expected progress made

To assess progress and skill level, at the start of each academic year, each child will produce:

- A drawing using their imagination

This will be kept in the child's individual portfolios. At the end of the year, children will be given the same task so that they can be used for comparison and assessment. Progress can then be seen from start to end of the teaching year.

Teachers will use sketchbooks and final pieces throughout the year to inform their judgement. A sample of WTS, E and GDS sketchbooks and pieces should be photographed and saved in the school G drive\KEEP\Art\Year group expectation folders. All individual final pieces should be photographed where possible before they are sent home to enable teacher to reflect on judgement and collate as a final portfolio at the end of the year.

Final pieces and sketchbooks can be sent home once photographed where necessary unless child is happy for teacher and Art lead to keep examples.

New sketchbooks are to be started each new year.

Child-led Assessment and Reflection

Sketchbooks are to include 'What makes an Artist?' self-reflection and assessment template. This will be completed by the children and simply annotated with their assessment of what they have achieved with notes or RAG where necessary throughout the year. This enables the children to independently review on a regular basis if they are covering the attributes they need to become better artists. Teachers will model and provide guidance where necessary.

4 Review and update

This policy is to be reviewed on a yearly basis by the subject leader.