

## Leopold Primary School – Art & Design Policy Autumn 2020

### **Mission Statement:**

We aim to nurture an appreciation and enjoyment of Art and to foster and promote creativity. We believe Art to be one of the cornerstones of communication in the modern world and a positive force on the mindfulness and well-being of our children. Our pupils are exposed to Art, Craft and Design from both traditional and contemporary artists using a range of mediums and techniques and are taught to take risks in their work. Meanwhile, children will become critical thinkers and gain independence in engaging with and exploring art of all types.

### **Aims:**

The core curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and a range of other art, craft and design techniques
- record, 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

### **National Curriculum:**

#### **Early Years Foundation Stage:**

Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.

#### **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 and share their ideas, experiences and imagination
- to 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.

#### **Key Stage 2:**

Pupils should be 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.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## **Planning and teaching:**

With the help of carefully constructed progression maps throughout each key stage, teachers will be planning lessons and projects that enhance and build on previously learned skills, such as painting, printing and sculpture. The importance of drawing cannot be underestimated in Art and would be the starting point for any project. Therefore, children will be encouraged to use their sketchbooks to plan ideas, explore other artists' work and practice new techniques. With this in mind, staff INSET training will include guidance on the teaching of drawing and use of sketchbooks. Children will be given time to create work over a series of lessons, using whichever materials they will need. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

## **In accordance with the Art display policy, there will be evidence in the learning environment of:**

- vocabulary specific to the techniques being used e.g. observe, sketch, stippling, collage
- progression from sketchbook to final project artwork with pupil voice to explain their process
- a 3D element, ideally created with/or by students.
- a short biography created by a student or printed, if the project is artist-focused
- any cross-curricular links that were made during the project and even displayed with linking work where possible

## **Monitoring, Reporting and Review:**

In order to meet these expectations in Art, teaching of Art at Leopold Primary School is by the following process:

- Class teachers are informed about which units should be taught for each year and provided with the appropriate progression documents and resources
- The Art coordinator(s) produce medium term plans for each year group according to the specified units on a term by term basis
- Once complete, individual plans for each class are annotated based on the needs of individual students. These are monitored and further feedback is given or they are approved. The Art coordinator(s) is available for consultation and feedback during this weekly planning meetings when needs to assist with this
- Sketchbooks, planning and displays are regularly monitored by the Art co-ordinator to ensure that students and classes are following the term plans
- Reports on the quality of learning as a result of monitoring are submitted to class teachers and senior management
- The Art co-ordinator and senior management provides additional support to class teachers if further improvements can be made as identified from the student's book monitoring

## **Spiritual, Moral, Social and Cultural Development:**

The school's Art curriculum, lessons and materials will support equality of opportunity and an inclusive attitude towards all learners. We will ensure that children are provided with a broad and balanced curriculum that takes advantage of and reflects the diversity of our children in Brent and celebrates the work of artists from different cultures.

## **Equal Opportunities:**

All children, regardless of gender, ethnicity, culture or ability, have an entitlement to a creative arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative work should be planned with regard to children's ability, age and stage of development. Making art is a way to communicate and respond to experience. Every

child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. Teachers will provide instruction and guidance on technical processes to take account of individual needs.

### **Health and Safety**

Children should be working in a safe environment, both in and out of the classroom. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads or water hazards.

### **Gifted and Talented:**

In terms of provision for gifted artists, students will be encouraged to enter national competitions such as the Royal Academy Young Artists' Summer Show and Young Art at The Royal College of Art.

### **Assessment:**

Teachers assess students' progress through:

- Lesson participation
- Viewing the work produced in lessons in accordance with curriculum expectations
- Referring to relevant key stage progression documents

### **Resources:**

There is a central stock of Art resources for all classes in the school to access when needed. Furthermore, the Art coordinator(s) will support teachers in securing resources through the school ordering system where necessary. All classrooms have interactive whiteboards and can access wide range of interactive resources. Additionally, teachers have access to computers and iPads.

### **Review July 2021**