

Chad Vale Primary Art and Design Policy

At Chad Vale Primary School we follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership which includes the Government's Prevent strategy.

Policy Written by:	Rupinder Sohal
School adoption date:	April 2023
School's review date:	April 2025

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 2: All children have these rights, no matter who they are.

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: We have the right to say what we think should happen and be listened to.

Article 13: We have the right to information.

Article 15: We have the right to join groups and clubs.

Article 23: We have the right to special care and support if we have a special need.

Article 29: We have the right to become the best we can be.

Article 31: We have the right to relax, play and take part in a wide range of cultural and artistic activities.

ART AND DESIGN POLICY STATEMENT

Art inspires wonder, develops imagination and creative thinking and encourages children to be curious and resilient. At Chad Vale, we aim to provide an art and design curriculum which both engages, inspires and challenges our pupils. We encourage our children to see art as a process and provide opportunities for them to:

- ❖ Use both their first-hand experience and their imagination as starting points.
- ❖ Explore and develop their ideas using a range of visual, tactile and sensory experiences.
- ❖ Experience a broad range of two and three dimensional art and experiment with a wide variety of materials.
- ❖ Become increasingly proficient in techniques by progressively building on skills as they move across the school.
- ❖ Explore the work of both traditional and contemporary artists from a variety of cultures, thus developing their understanding of the value of art in the real world.
- ❖ Produce and evaluate their own artworks, using the language of art and design.

PLANNING

We have created a bespoke scheme of work for art and design, using the EYFS and National Curricula as a basis.

Foundation Stage

In Reception, we use the EYFS Statutory Framework and Expressive Arts and Design Early Learning Goals to underpin our art planning.

EYFS Statutory Framework

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that 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.’

ELG – Fine Motor Skills

- Hold a pencil effectively, using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes.
- Begin to show accuracy and care when drawing.

ELG – 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.

Using this guidance, we plan opportunities for children to experience many different forms of art, from drawing and painting to sculpture with malleable materials, junk modelling, collage and printing. Children explore the work of different artists and are encouraged to use a wide range of materials and tools to create their own artwork.

Years 1 – 6

The National Curriculum 2014

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

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.

In Years 1 to 6, art is taught in units as a discrete subject; links are made to other curriculum

areas where appropriate. Our long-term plan maps out the distribution of these units across the key stages. Drawing and painting is taught in every year group; sculpture, (either clay modelling or non-clay), is taught in the majority of year groups; printing, collage and textiles units are taught in specified year groups and are revisited at each key stage. Digital art may take place either within an art unit or as part of our computing curriculum.

Each of our art topics has a distinct focus. Our medium-term plan provides a more detailed overview of the key skills to be covered in each unit. These skills build progressively on prior learning, enabling children to apply their knowledge creatively in different contexts. From September 2022, all our units are linked to a range of artists from different time periods and cultures. We also recognise the importance of developing the language of art and design, and our plan now makes this vocabulary explicit.

Teachers use the medium-term overview, the needs of the children and gaps in learning to plan their lessons. From September 2023, all teachers from years 1 to 6 will use Meg Fabian's 'Drawing Is A Class Act' books to support them with planning and progression in drawing.

ORGANISATION

Foundation Stage

In Reception, children learn key skills and techniques by participating in regular teacher-led art activities whilst simultaneously having daily access to continuous provision. This allows them to build on the skills they have been taught, as well as giving them the freedom to explore, experiment and invent independently. Staff also provide enhanced provision so that children have the opportunity to develop their interests through child-initiated learning.

Years 1 to 6

In Years 1 to 6, children build on the learning that has taken place in EYFS. They complete three art topics a year. These are usually taught in half-termly blocks, although one unit may occasionally be taught during one of our 'Art Weeks'.

We run two Art Weeks a year, where every class produces artwork based on a particular theme, chosen by our Creative Art Council. This reflects the importance we place on pupil voice. Teachers use the key objectives for their year group, together with ideas contributed by the children, to plan their Art Week. This culminates in vibrant displays to showcase the children's learning. Pupils from Year 1 onwards use sketch books to record their creative learning in their art units and Art Weeks. At the end of each art topic, the work is evaluated by both the children and staff. Sketch books follow the children throughout the school.

Resources

Basic resources are kept in classrooms. All other art resources are kept centrally and updated on a regular basis.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures using and holding tools correctly. We may carry out additional risk assessments for activities that require the use of specialized equipment such as lino cutters.

EXTRA-CURRICULAR OPPORTUNITIES

We believe it is important for our children to develop 'cultural capital' by engaging in authentic arts experiences. This allows them to see the value of art in the outside world and to understand that an interest in art in its many forms can lead to career opportunities in adulthood. We therefore supplement our curriculum with visits to galleries or collaborations with artists. We have an 'artist in residence', local artist and parent, Tereza Buskova, who runs our art clubs, as well as regularly providing a number of whole-class workshops.

TEACHING METHODS AND APPROACHES

The school uses a variety of teaching and learning styles in art and design lessons. The principal aim is to develop children's knowledge and skills, and their ability to plan, design and create in art. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and creating pieces of art. We do this through a mixture of whole-class teaching and individual, paired or group activities, which allow children to collaborate with others. Children critically evaluate the work of artists, as well as their own and that of others. They have the opportunity to use a wide range of materials, tools and resources, including computing.

INCLUSION AND EQUAL OPPORTUNITIES

We teach art and design to all children, whatever their ability. Art also forms part of our school curriculum policy to provide a broad and balanced education for our pupils. In order to ensure that all children make progress, teachers may use a variety of scaffolding and extending strategies, including:

- planning tasks that can have different outcomes.
- setting open-ended tasks where children learn through experimentation with media and techniques.
- breaking down tasks into smaller, more manageable chunks for some pupils with SEND or low prior attainers.
- providing additional adult support to model steps or facilitate learning.
- providing a range of resources to suit the task and the needs of the children. Where appropriate, we may provide additional tools adapted to the needs of some of our SEND children.
- setting tasks of increasing difficulty, where children can choose the task best suited to them.
- providing extension tasks or challenges for our high prior attainers.
- using a range of questioning techniques and verbal feedback to develop children's ideas and skills.

CROSS-CURRICULAR LINKS

English

Art and Design develops children's spoken English by providing opportunities to articulate their ideas and opinions, justify their choices and clarify their artistic ideas. As they learn to critically evaluate both their own and others' artworks, they develop the ability to compare and contrast their views with those of others. This also gives them the opportunity to practise the new vocabulary they have learned, both in spoken and written forms. They develop their reading and retrieval skills when researching artists.

Mathematics

Art and Design allows children to consolidate and develop their understanding of shape and space, observing how objects are made up of different shapes and looking at the relationship between objects. As they move through the keystages, children explore scale by observing the relative size of objects and their proportions, as well as looking at angles in their surroundings.

Design Technology

Pupils have the opportunity to use some of the skills they have acquired in Design Technology within their art lessons, particularly in units that focus on form and 3D sculpture. They apply their understanding of how to join, strengthen, stiffen and reinforce sculptures they

have created.

Computing

Children enhance their art and design skills through the use of digital media. For example, they use draw-and paint programs to explore pattern or create a piece of artwork. They may take and edit digital photographs and use applications such as Pic Collage to express their ideas. Children use the internet to research information about their particular topic or to find out more about an artist.

History

A number of art units are linked to our history topics. Through art and design, children learn about the historical and cultural significance of artworks, methods and approaches from the past, many of which bear relevance to art that the children see around them today. We also aim to introduce the children to artists from different periods in history, thus developing their understanding of these artists' profound impact on modern-day culture.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support social development of our children by encouraging them to work collaboratively and respect the ideas and opinions of their peers. By discussing their thoughts and feelings about their own work and the work of others, they gain a better understanding of themselves and learn to respect for the abilities of other children. Our Art Weeks often reflect global themes, thus developing children's respect for the environment and other cultures.

We introduce children to a range of artists, both past and present, and aim to show the relevance of art to our pupils' own lives. We endeavour to provide authentic arts experiences such as collaborations with professional artists and visits to galleries. This develops children's 'cultural capital' and allows them to appreciate the value of art in society.

ASSESSMENT, RECORD-KEEPING AND REPORTING

Teachers use both formative and summative assessment to track progress and attainment in art and design. During a unit of work, teachers will assess progress towards key objectives using our marking sheets, adapting their planning to meet the needs of the pupils. At the end of the unit, staff use the pupil and teacher evaluations, as well as evidence from the children's sketch books, to inform their judgements. Attainment for each unit is then recorded using the school's electronic tracker system, which enables teachers to identify those pupils who have met and exceeded expectations, as well as those who require further support.

Our annual reports are used to inform parents of their child's progress and attainment in art and design.

MONITORING/EVALUATION

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject coordinator. Sketch books are monitored twice a year, and feedback provided to staff. The work of the coordinator also involves supporting colleagues in the teaching of art and design, through support with planning and resources, as well as team teaching where possible. The art leader attends relevant training to keep informed about current developments in the subject and provides a strategic lead and direction for the subject in the school.

Policy agreed on:

Chair of Governors:

DRAFT

