



Art and Design Policy

Policy Name:	Art and Design Policy
Approved Date:	September 2022
Review Date:	September 2023

Exceptionality

Collaboration

Integrity

Respect

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Art and Design Policy

Our School Vision

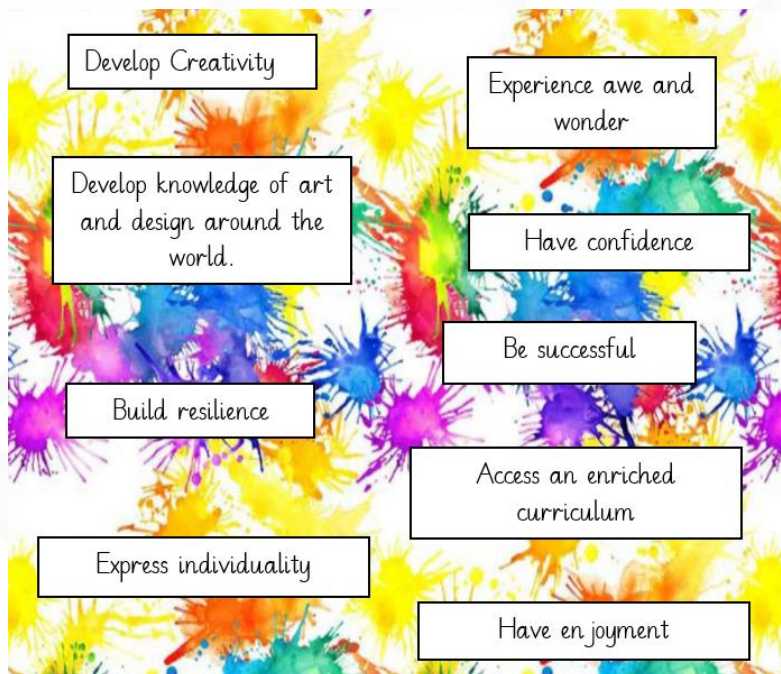
Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Curriculum Intent

At Manor Primary School our Art and Design curriculum inspires, hooks, engages and challenges, allowing each child to express their artistic flair and develop their individuality. Our curriculum aims to provide children with a progressive program of study for art, craft and design, in line with age related expectations outlined in the National Curriculum guidelines. Our Art and Design curriculum is a progressive program that allows children to;



Children will be able to use a variation of media and tools to build on their own individual experiences and develop new skills to become proficient in all areas of art including drawing, painting, sculpting and other artistic techniques. Our enriched curriculum provides our children with plentiful opportunities for reflection, they acquire the ability to make informed, critical responses of their own work and that of others and are encouraged to develop both their ability to respond critically to works of art, and develop their confidence in their own artistic ability. Children will be develop an understanding of colours, form, texture, pattern and have the opportunity to use a wide range of different materials and processes. Allowing them to communicate what they see, feel and think, allowing them that expression of their own individuality. Through the teaching of our innovative art curriculum, children learn about the diverse roles and purposes of art, craft and design in contemporary life, different times, cultures and the wider world. All whilst being exposed and exploring ideas and meanings in the work of a variety of artists, crafts people and designers.

- * "The arts are a way of learning, of exploring, of responding, of revealing and demonstrating, of imagining, depicting, and making meaning. They belong in the school curriculum, as they belong in the minds and hearts of all lifelong learners." -David Booth

Our Curriculum Design

The Art and Design curriculum is designed to ensure that both the **disciplinary knowledge, substantive and procedural knowledge** is built upon year on year.

Disciplinary knowledge - represents the methods or conceptual frameworks used by artists. Disciplinary knowledge is represented by the following areas:

- Line: Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract
- Shape: Exploring the result of closed lines – shapes that are two dimensional, geometric or organic
- Colour: Exploring hue and intensity
- Value: Exploring the lightness and darkness of a colour
- * • Texture: Understanding the way something feels, or looks like it would feel
- Space: Understanding the way in which line, shape, form and colour can be manipulated to create space
- Form: When a shape acquires depth and becomes three dimensional it takes on form

The explicit teaching of disciplinary knowledge means that we're able to show the children how artists use the different to focus on a specific aspect of their work.

Substantive knowledge - represents the art content that is taught in each year group – in planning, this knowledge

is presented as specific 'learning outcomes' – the content we want the children to know and remember.

Procedural knowledge – represents the skills of an artist. This knowledge is vertically integrated so that the children revisit and deepen their knowledge and understanding in each year group as they progress through school.

Key Concepts:

- Knowledge of artist, designers and movements (factual knowledge)
- Generating ideas (conceptual knowledge)
- Formal Elements and Making Skills (procedural knowledge)
- Evaluating: (metacognitive knowledge)

* Second Order Concepts:

- 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)

Teaching sequence in Art and Design:

- Study the work and techniques of an artist
- Compare and contrast with the work of previous artists studied or other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media
- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate
- * • Reflect and recap the knowledge and skills remembered and learnt
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Curriculum Implementation

Manor Primary school is truly dedicated to meeting, and where possible exceeding, the Art and Design requirements that are outlined in the National Curriculum 2014.

Our enriched curriculum enables teachers to use a range of teaching methods and learning styles within lessons. It considers children's relevant starting points and the individual needs of all children. The planning of our

curriculum reflects content and challenge whilst ensuring that it is broad, balanced, rich, innovative and vibrant, ensuring that it encompasses challenging pathways that are achievable for all children, which leads to outstanding curriculum provision.

Manor Primary School ensures that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. The skills and knowledge that children will develop throughout the curriculum are mapped across each year group, from Nursery, all the way to Year 6. This is to ensure progression, a building upon on skills and techniques as well as deepening understanding. Through our teaching, the curriculum will be exciting and will inspire children to nurture a passion for learning and develop lifelong skills.

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Organisation and Planning

We develop and review our art and design curriculum using the national scheme of guidelines for Art and Design as the basis. We then adapt and personalise it for our children at Manor by adding exciting and stimulating learning opportunities to hook and engage. Children are encouraged to achieve their full potential by staff setting high expectations.

Progression of skills throughout the art and design curriculum is evident within our schemes of work across each term and across each year group, from nursery to year 6.

We plan our curriculum in three phases.

An overview for each term for each year group, from nursery to year 6, which indicates the title of the unit. Medium term plans which provide exciting learning opportunities and show skills and progression.

Short term plan where teachers plan those personalised learning opportunities, hooks for learning and show the skills and techniques that will be taught in a lesson. These plans will include specific learning objectives and differentiated success criteria, as well as resources needed.

All staff plan together on a weekly basis in order to share expertise, discuss ideas and reflect on how previous lessons were taught to ensure that every lesson hooks, engages and sets high expectations for our children.

Continuity is monitored by the art and design subject leaders on a termly basis through work trawls, lesson observations, pupil and teacher questionnaires and dialogues with staff and pupils.

To make progress in art and design pupils need to learn the following skills and processes.

- Exploring and creating
- Understanding and evaluating

Early Years

In early years, there are seven areas of development that shape our educational programs. Expressive art and design is one of these. In early years, our children have daily opportunities to engage with the arts. We provide a wide variety of learning opportunities, exploration and play, using a wide range of media and materials.

Key Stage 1

Art and Design is about developing children's creativity and imagination through providing stimulating and enriching learning opportunities that relate to children's own identity and experiences, natural and man-made objects and materials with which they are familiar with and the locality in which they live.

Children should be taught:

- To use a range of materials creatively to design and make a variety of products.
- To develop their ideas, experiences and imagination through the use of drawing, painting and sculpting.
- To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape and space.
- To investigate the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.

Key Stage 2

During Key Stage 2, Art and Design is about developing children's techniques, including their control and their use of materials with creativity, experimentation and imagination through providing more complex learning opportunities. Children should develop an increasing awareness of different kinds of art, craft and design.

Children should be taught:

- To use their visual diaries to record their observations and use them to review and revisit ideas.
 - To further improve their mastery of Art and Design techniques including drawing, painting and sculpture using a variety of different materials (e.g. pencil, charcoal, paint and clay).
 - To investigate and explore about great artists, architects and designers through history.
 - To increase their critical awareness of the roles and purposes of art in different times and cultures by
- commenting on works and questioning meanings behind works of art.

Our Children's Charter

- To hook and engage children's imagination and creativity through exciting stimuli.
- To develop children's skills through innovative opportunities to experience different media and materials such as; painting, drawing, textiles, clay work, printing, digital medias and collage.

- To develop a knowledge and appreciation of a variety of different artists, crafts people and designers from around the world and through history, developing a deeper understanding of their influences and how they helped shape the world of Art and Design.
- To understand that art is very personal and can be used a means of communication to convey feelings and emotions.
- To allow children to develop the ability and confidence to express their individuality and respect that of others.
- To develop a love and passion for Art and Design through high quality teaching and learning opportunities.

Inclusion

All children should be given the tools to progress in art and design. All teaching staff should plan lessons that are inclusive to all pupils needs and celebrate individual expression. At Manor we strive to create a learning environment where every child feels included, valued and encouraged.

Curriculum Impact

Our broad and rich Art and Design curriculum, at Manor Primary enables children to explore a wide range of opportunities that enable them to acquire the knowledge, skills and understanding they need for their future life. Our broad and balanced curriculum allows children to develop key artist skills, critical thinking abilities and the aptitude to make connections by applying their knowledge and understanding to all aspects of Art and Design.

The curriculum design and planning will lead to outstanding progress for all of our pupils, regardless of their starting points, over time. Planned learning is progressive, builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality as they move through our school.

The Art and Design subject leaders are responsible for regular monitoring and reviewing of the curriculum, and the standard of the children's learning and quality of teaching in Art and Design. All with liaison with senior leaders, middle leaders and our children.

Manor Primary uses the system of Art and Design building blocks for assessment. They are used by the children and staff, to reflect on the progress that is being made over time. They are catered for each year group, from Early Years all the way to Year 6. By the end of each Key Stage, children are expected to know, apply and understand the matters, skills and processes specific for their age related expectations. At the end of Key Stage 2 children should have achieved or be working at Greater depth for the building block A6 and developed a love

and passion of Art and Design that has allowed them to express their own individuality and helped them, on their way, to become lifelong learners,

Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.