

Welsh House Farm Community School

Art and Design Policy

Intent

At Welsh House Farm Community School, we aim to develop every child's creativity and artistic expression and appreciation of the arts through the teaching of a broad, imaginative art and design curriculum. We want our children to love art, craft and design! We want them to be unlimited in their ambitions, and to understand that they can grow up to work in the animation industry or be illustrators, graphic designers, fashion designers, architects or printmakers. Our art curriculum is designed to equip our children with the skills and knowledge that they need to understand and create art whilst stimulating, engaging and challenging them. We aim to inspire all pupils and develop their confidence to experiment and develop their own works of art. We are a fully inclusive school and our curriculum reflects the true variety of art and aims to inspire all pupils, regardless of their background or ability, to be brave and creative. We want our children to use the local area as inspiration, to learn from other cultures and to embrace diversity. As our pupils progress, we want them to gain a greater understanding of how art and design contributes to their history and to the culture, creativity, and wealth of the world. We aim to not only equip our children with the minimum statutory requirements of the Art and Design National Curriculum, but to nurture their talents and interests, to enable them to think critically, to express their thoughts and ideas about the world around them and to inspire them to appreciate the arts throughout their whole lives.

“ 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

This policy is a statement of the aims, principles and strategies for the teaching and learning of Art and Design at Welsh House Farm Community School.

Rationale and Aims

Art and Design provides a unique understanding of the world through visual, tactile and sensory experiences. It stimulates creativity and imagination and enables children to communicate what they see, feel and think through the use of colour, texture, form and pattern.

At Welsh House Farm Community School we aim to develop every child's creativity and artistic expression, and appreciation of the arts, through the teaching of a broad, imaginative art and design curriculum. Within our Art and Design curriculum we aim to develop the children's knowledge, skills and understanding through:

- Teaching the skills needed for the children to become proficient in drawing, painting, printing, collage, textiles, 3d work and sculpture and digital media.
- Giving the children the opportunity and resources to produce creative work, exploring their ideas and expressing themselves imaginatively.
- Developing the ability of the children to critically evaluate their own work and the work of others, using the language and vocabulary of art, craft and design.

- Teaching about great artists, craft makers and designers and the rich historical and cultural importance of their works.
- Encouraging a deep appreciation for the arts, and an enjoyment and enthusiasm for the subject.

National Curriculum Requirements of Art and Design

Art and Design is a foundation subject in the National Curriculum. At Welsh House Farm Community School we use the national scheme of work as the basis for our curriculum planning.

In **Early Years Foundation Stage**, the teaching of Art and Design follows the **Statutory Framework** for the early years foundation stage alongside guidance from **Birth to 5 Matters**.

Expressive arts and design is a specific area of learning and development under the Statutory Framework, which encourages children to use a variety of ways to express and communicate. It encourages children to create original responses, not just to copy or imitate existing artworks. It fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation. Expressive arts and design is broken down into two aspects: 'Being Creative with Materials' and 'Being Imaginative and Expressive'. The children in the foundation stage at WHF have daily access to the creative areas and develop their skills and imagination through child initiated learning.

Teaching in Key Stage 1 and 2 is based on the National Curriculum (2014) Expectations

In **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.

In **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
- About great artists, architects and designers in history

There are no statutory topics or themes in the national Art and Design curriculum.

There is currently no published scheme used in school.

How the Art and Design Curriculum is delivered at Welsh House Farm Community School

- Art and Design is taught across the school by class teachers, not specialist teachers. Where possible, children are given enriching opportunities to work with professional artists and other talented adults and are given first-hand experience of a range of art works (which may be brought into school/created in school by visitors or may be accessed through visits to places which exhibit examples of art, sculpture, craft or architecture).
- Art and Design is taught for at least one hour weekly - lessons are not normally blocked as a subject.
- Most lessons are taught whole class, (differentiated by task or by outcome) but small group/individual activities may be used at the teacher's discretion.
- Children are given opportunities to work both individually and collaboratively.
- At Welsh House Farm, seven key strands of art are taught across the whole school, in each year group. These are:
 - Drawing,
 - Painting,
 - Print making,
 - Collage,
 - Textiles,
 - 3d work & sculpture
 - Digital media.
- These seven strands can be taught as discrete skills or can be taught as part of a wider cross curricular topic, at each teacher's discretion. The lessons are planned by our class teachers who follow the interests of their pupils as well as the skills/topics being taught to ensure that the lessons are engaging, broad and balanced. A variety of teaching approaches are used, based on the teacher's judgement.
- Teachers ensure that the art curriculum delivered to each class is broad and balanced, with all seven areas of drawing, painting, printing, collage, textiles, 3d work/sculpture, and digital media being taught well in every year group.
- Skills are not blocked for any longer than a few weeks and are revisited as appropriate throughout the year.
- We clearly map the progression of skills for each strand across the whole school, using the **'Progression in Art and Design Skills at Welsh House Farm Community School'** matrix, which sets out skills progressively for each of the seven areas, across each key stage (including lower and upper key stage 2), ensuring an ambitious and challenging curriculum for all. Our progression document ensures that the curriculum is fully covered and that the art skills and knowledge are progressively built upon.
- By planning the curriculum using this matrix, teachers ensure the development and progression of skills throughout the school. (Records passed on by the previous teacher are used to ensure that there is a progression in the skills taught from the previous year).
- We teach all pupils the concepts of line, shape, space, colour, texture, pattern and function.
- We embed the vocabulary of art and design across all art lessons.

- At our school, each child from Year 1 onwards has an Art and Design profile book. This book maps the individual progression of that child's work through the school across a range of different media – as evidenced through project designs, skills practice and photographs of final pieces.
- We give our pupils the opportunities and resources needed to produce creative work across all seven strands. Our pupils are encouraged to learn explicit skills and mirror given artists/techniques so that they may develop the confidence to explore individual ideas and begin to express themselves uniquely and imaginatively.
- We provide opportunities for experimentation with as many different media as possible, and encourage multi-media works of art. Children are given access to a wide range of resources and materials.
- We encourage an ethos where the pupils are curious and enthusiastic and where creativity and risk taking are valued.
- We give our pupils the opportunity to study a widely diverse range of artists, printmakers, designers and architects and to understand the rich historical and cultural importance of their works. This may include the opportunity to visit art galleries and museums and/or for groups of children to work with professional artists within school on community projects.
- Examples of work are shared often – including both good individual examples of work in progress and whole class 'viewings' of finished projects. Work is also shared through display.
- We encourage our pupils to express opinions and critically evaluate their own work and the work of others using the language of art and design.
- During our lessons, we develop and embed the fine and gross motor skills which enable our pupils to use a wide range of tools, techniques and methods competently and safely.
- High standards are achieved by having high expectations. We value and display our artwork across the school.
- We also give our pupils opportunities to create art at home as part of our home-school links. These opportunities include celebrations of British Values, such as the Coronation of King Charles III.

Differentiation and Inclusion

At Welsh House Farm we provide a safe and caring environment where all pupils, regardless of gender, religion or ability are given equal opportunity to develop their skills in art and design.

We recognise that children have differing abilities in all of our classes, and so art and design is taught by providing suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by using a range of strategies:

- Setting whole class tasks, where the differentiation is open-ended by individual response.
- Grouping the children by ability and setting different tasks for each group.
- Working in mixed ability, collaborative groups where the children support each other.
- Offering a range of activities and resources and expecting the children themselves to choose the level of challenge that they work at.
- Using additional adults to support the work of individuals or small groups.
- Adapting tasks to remove barriers to learning for children with specific difficulties.

- Extending activities/setting additional challenges for the most able, gifted and talented pupils to ensure their progress.

Materials and Resources

We have a wide range of materials and resources within school to support the teaching of Art and Design. Most materials and resources are purchased centrally by the Art and Design co-ordinator. An order request is circulated regularly. Teachers must be aware of the requirements of their curriculum when planning, and ensure that all required materials and resources are available in school. In exceptional circumstances, additional resources may be purchased as needed after approval by the Head-teacher. Resources are stored as follows

- General resources, including pencils, pencil crayons, felt-tips, scissors and glue-sticks etc are freely accessible to children in each classroom.
- Each classroom has an art area/cupboards where frequently used art resources, such as paint, paint brushes, mixing palettes, PVA glue, glitter etc, are stored for use by the class. Resources such as mixing palettes may be shared between classes – but must be returned after use. Children have access to these resources.
- Additional art resources, such as pastels, charcoal, cellophane, wools, clay tools etc, are stored centrally in the large art cupboards located in the corridor between foundation stage and key stage 1. These resources and materials are collected as required, and then returned promptly and neatly for use by other classes. These cupboards are locked, and children must not access the art cupboards without adult supervision.
- Each class has an allocation of card and paper. Additional stocks of paper, including sugar paper, card, backing paper, poster paper and borders, are stored centrally in the resources room in the huts. Children must not collect paper from these shelves without adult supervision.

Recording, Assessment and Reporting in Art and Design

Within art and design, we strive to provide our pupils with the opportunities to practice develop and consolidate their skills and knowledge across the school, building on former learning as they progress.

- Each child from year 1 onwards has an art and design portfolio book. These art books are used to collect, plan and evaluate art work, as set out in the 'Progression in Art and Design Skills' guidance. Work in the art portfolios is dated and given a learning objective. Art portfolios are passed up with the child when they change year groups.
- The impact of our art and design curriculum is evidenced through the individual Art and Design Profile Books. These books show an individual learning journey - a progression of skills for each pupil - across the seven art strands and a range of different media.
- Photographs are taken of any art and design work which has been done collaboratively, in 3d, or using different resources and scales. These photographs are printed as evidence, and incorporated with a date and learning objective into the art portfolios.
- Our pupils are encouraged to talk about their own work and the work of others and pupil voice is seen as a useful way of judging the impact of our art provision.

- Teachers usually assess the children's work in art and design whilst observing them during lessons (with individual support and mini-plenaries used as appropriate). Assessments in art are usually given as verbal feedback whilst the pupils are working.
- Formal marking is not a requirement of art and design, however teacher comments and/or the children's self evaluations may be included alongside the work in the art and design portfolios. These comments should follow the school's marking policy.
- A record of the skills taught is kept by the class teacher by highlighting the appropriate statements on the 'Progression in Art and Design' matrix. This one sheet shows the skills covered over the entire academic year (colour coded by term) and is kept in the class Assessment Folder.
- At the end of the school year, our pupils are recorded as *emerging* (working within a personalised curriculum; working *towards* the expected year group standard, or working *at* the expected year group standard. Children working *beyond* the expected year group standard are identified as working at *greater depth* and may be identified as *gifted and talented* in art and design. It is recognised that art is a subject of wide and varied skills, and that a high level of skill in one area of art will not necessarily be achieved across all seven strands. The pupils at our school are not more formally assessed or levelled as art is promoted as a subjective subject where our pupils are encouraged to be creative and to take chances. These records are passed on to the next teacher.
- Teachers formally report to parents on progress in Art and Design annually, through the end of year reports.
- Teachers in the foundation stage complete the relevant sections in the EYFS assessments.

At Welsh House Farm, the impact of our curriculum can also be seen by the artworks displayed across the school. Whole school art projects, such as our recent celebration of the Coronation of King Charles III, are a co-ordinated opportunity to show progression in art across the whole school from Nursery to Year 6. Our artwork is also shared on social media and on the school website.

Monitoring in Art and Design

- The skills covered in art and design are highlighted by each class teacher on the 'Progression in Art and Design' matrix at the end of each academic term. The sheet is given in termly to the Head teacher in the Assessment Folder. A copy of the assessment is also given to the Art and Design Co-ordinator.
- At the end of the academic year, records in the form of the completed 'Progression in Art and Design' sheets are passed from the current class teacher to the next class teacher, the Art and Design Co-ordinator, and the Head-teacher.

It is the responsibility of the Art and Design Co-ordinator to support and monitor the teaching of Art and Design across the school; to be informed about current developments in the subject and to provide a strategic lead and direction for the subject in the school. In order to do this, the art and design co-ordinator will:

- Monitor the termly and end of year records to ensure that a broad and balanced curriculum is being delivered to all pupils.

- Collect the art and design portfolios termly from each year group for scrutiny – to ensure that a high quality, broad and balanced curriculum is being delivered to all pupils.
- Carry out a regular cycle of lesson ‘drop in’ observations, to support/assess the quality of teaching in art across the school.
- Use ‘pupil voice’ regularly to further monitor the subject.

Display

- Some art work is displayed in each classroom, reflecting the topics being taught. It is the teacher’s responsibility to ensure that these displays are well presented and are updated as topics change.
- Additional art work is displayed throughout the common areas of the school. It is the responsibility of the Art and Design co-ordinator to co-ordinate these displays by consultation with senior management and staff.
- It is the responsibility of the Art and Design co-ordinator to collect photographic evidence of art displays in classrooms and around the school.

An additional Welsh House Farm Community School Display Policy is available, which gives further information about Display expectations within the school.

Health and Safety

At all times children are encouraged in and taught safe practice in their work. In addition to the general health and safety practices within classrooms, teachers must make the children aware of the following:

- The appropriate use of protective clothing
- The safe use of tools
- The appropriate storage of tools and materials
- That some tools, eg glue guns, staplers, paper cutters etc, must be used by adults only, or under close adult supervision.
- The dangers of inhaling or ingesting potentially harmful substances such as sprays, powder paint, glue etc and the safe use of these resources as appropriate.

**This policy has been discussed and agreed by the staff of Welsh House Farm Community School
The governors have approved this policy**

Signed

Dated

Date of next review – September 2024