

Vision Statement

Our vision for Art and Design at King David Primary School is to ensure children are taught art appreciation using artists that have an historical impact on the world, celebrating culture and embracing diversity. Children will be taught to communicate expressions, feelings, ideas and experiences in a creative and tactile manner. Children will be encouraged to look at their environment and notice how and why art is so important, as it is permanently surrounding and influencing us.

Through art, children gain the skills to think critically and creatively and learn to express themselves. Participation in the arts contributes to good health, greater well-being, and higher self-esteem. At King David Primary School, we are committed to link the Arts to all subject areas, providing access for each child, to achieve in all subjects.

Intent

A high-quality art and design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Impact on learners will be evident as they will have additional opportunities to think critically, make, create and express themselves, explore ideas and record their experiences.

Aims

- To raise the profile of Art and Design in and around the school, beyond the classroom
- To ensure that opportunities for Art and Design are provided throughout the year
- To recognise that Art and Design is an essential part of each child's education and it should spark individuality and experimentation
- To know about great artists, craft makers and designers and understand their art forms

Objectives

- Children will be encouraged to look at their environment, maximizing their exposure to art and notice how and why Art and Design is so important
- Children will be given many opportunities to showcase their art in various ways and in a variety of formats
- Children will develop their skills in drawing, painting, sculpture and other techniques and their work should be valued
- Children should be able to appreciate the diversity and wealth of artistic influences, developing the ability to think critically and explore a range of artistic avenues

Implementation

Organisation

The teaching of Art and Design varies throughout the school based on the year group, teacher and links with other subject areas. There may be occasions where lessons are taught in blocks, or weekly lessons. Skills will be planned and taught discretely, in order to give children the chance to explore, experiment and self-evaluate.

Planning should build upon the prior learning of the children. There should be an increasing challenge for the children to build on skills and knowledge as they move through the school.

Art and design will often be taught and used within other areas of the curriculum and to support and enhance the work done within the topics planned.

Curriculum

A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. A scheme of work that introduces and revisits the formal elements of form, shape, colour, line, texture, tone and pattern whilst also exposing children to new materials, skills and techniques year after year, will help children gain confidence and proficiency in many practical aspects of art. The practical skills can be broadly broken up into drawing, painting, printing, sculpting and collage.

EYFS

In the Early Years Foundation Stage, Art and Design should contribute to a child's development in the area of Expressive Arts and Design. Art and Design should be an integral part of the topic work covered during the year.

Rich, imaginative and enjoyable indoor and outdoor environments should be provided in which creativity is valued.

KS1

In KS1 children 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.

KS2

In KS2 children 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.
- 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.

Inclusion and Adaptive Teaching

Children can be challenged in their learning and differentiation is usually by outcome. In this way, every child is able to access the curriculum.

Art and Design should be taught to all children, whatever their ability.

Art and Design forms part of the school curriculum policy, to provide a broad and balanced education, to all children.

Additional or different actions should be taken to enable each child to learn more effectively. This will ensure that teaching is matched to the child's needs. This may be through changing the demands of a task, greater teacher intervention, small group work and teaching assistant support and/or ensuring skills needed are manageable.

Spiritual, Moral, Social and Cultural Development

At King David Primary School, Art is interwoven with other subjects, including Jewish Studies and Ivrit.

The school environment is a vibrant one with displays and paintings which promote a love of colour, pattern and texture, in and around the building, boasting the artistic talents of the children from EYFS through to Year 6.

Participation in the arts contributes to good health, greater well-being, and higher self-esteem.

Impact

Progression and Continuity

Planning should build upon the prior learning of the children. There should be an increasing challenge for the children to build on skills and knowledge as they move up the school.

Art and design will often be taught and used within other areas of the curriculum and to support and enhance the work done within the topics planned.

The Art and Design subject leader will be responsible for monitoring and reviewing planning in order to ensure progression and continuity through the school.

Progress and Achievement

Displays and photographs showing children at work, are part of the evidence collected to show progress and celebrate achievement in Art and Design. Children will have sketch books as a record of their art journey. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

By the end of KS1, pupils should be able to;

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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.

By the end of KS2, pupils should be able to;

- know, apply and understand skills and processes taught
- 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
- use sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- know about great artists, architects and designers in history

Assessment and Recording

Pupils' learning should not be formally assessed in art as there are no incorrect outcomes and work is subjective.

Advice and verbal feedback should be given in order to help children with their control, skills and techniques but no marking or formal assessments should be made. Teachers will assess children's work in art and design by making informal judgements as they are observed during lessons. Teachers should not write on any artwork produced by pupils in their class but should provide verbal feedback. When assessing work produced in sketchbooks, teachers may write comments or targets on post-it notes.

The opportunity should be given for pupils to evaluate and respond to art, by using visual language and by making informed judgments about their own work and that of others.

Monitoring

Staff will follow a scheme of work ensuring continuity of the teaching of art skills throughout the school. The outcome will be a focused teaching of art, covering a smaller number of objectives.

The Art and Design subject leader will ensure that opportunities for art are provided throughout the year. Pupils will be encouraged to take part in competitions, exhibitions and art activities. Extra-curricular clubs will be available to introduce aspects of the curriculum which cannot be catered for in lessons.

Samples of work from each year will illustrate progression, especially if tracking particular children throughout the school. This is where sketchbooks will prove to be invaluable.

Informal drop-in sessions will provide a good idea of the art teaching present at King David Primary School.

Role of the Subject Leader

The Art department at King David Primary School is one that has been celebrated, through the children's achievements and involvement in competitions, art exhibitions, community projects and incentives.

Art is an area of the curriculum which provides children with a way of expressing themselves, but this is much deeper than facilitating craft activities. The role of the subject leader is to encourage staff and children to use their own ideas, experiences and imagination and to create art work that is individual to them, like real artists.

It is of utmost importance that children receive a great depth of subject specific understanding and a high quality, well-rounded art education.

Roles & Responsibilities

It is the role of the co-ordinator to;

- ensure that opportunities for Art are provided throughout the year
- provide staff training on how to teach specific skills
- create a working document ensuring continuity of the teaching of art skills throughout the school
- audit of the resources currently in school
- ascertain a clear budget in order to provide adequate art equipment and disposable resources for each class
- showcase children's work via the school website and social media

Resources

There should be a wide range of resources available for the use of all staff in the school. Classrooms should have their own equipment, accessible to children under adult supervision. More specialised resources should be kept in a central resource area, available in consultation with the Art and Design co-ordinator.

Supplies should be checked and new resources may be purchased as needed. Requests for specific, additional resources should also be given to the co-ordinator. Visits to art galleries should be encouraged and it would be a great resource for local artists come into school to work with the children.

Health and Safety

Teachers should always teach the safe use of tools and equipment and risk assessments may be carried out in accordance with our Health and Safety policy where necessary.

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