



Sleights Church of England
(Voluntary Controlled) Primary School

Art and Design Policy

March 2022

**This policy was reviewed in March 2022, following careful consideration of the art and design curriculum review, Covid-19 and its implication on the curriculum delivery.*

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

Art and Design at Sleights

“Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

The National Curriculum for Art and Design in Key Stage One and Two, 2014

The teaching of Art and Design at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school's curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective artists.

About this policy

This policy intends to outline the policy and procedure for teaching and learning in art and design at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in Art and Design. Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our Art and Design policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) At Sleights we believe that one of the most important factors in successful child centred learning is perseverance. In building new skills and developing those that children have already acquired, it is important that children have the opportunity to repeat skills. Art and Design also enables opportunities to refine, review and improve. As children develop skills over time, children will be supported to persevere and recognise that a final piece, or skill requires process and practise.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) Learning about the work of other artists, including peers, requires respect for others and their approaches. We recognise that individual artists and their work can prompt a range of responses from individuals. We also recognise that appreciation and understanding of these responses is a vital aspect of art and design understanding. Respecting and appreciating art is a key, valued skill.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Our children are encouraged to trust one another, work as a team with their peers, class and school family. In art and design, evaluating your work and others is a key element where trust is required. Children are supported, in a trusting environment, to share and receive feedback about their work, approaches and that of others.

Art and Design at Sleights

Art and Design at Sleights involves:

Dedicated curriculum time to engage in range of purposeful and practical experiences relating to art and design.

Sequenced learning experiences, which build on prior knowledge and understanding.

Developing a secure knowledge and understanding of the practical and theoretical knowledge (substantive)

Acquisition of skills and knowledge about how art works and related art skills (disciplinary knowledge)

Intent of our Art and Design curriculum

The children at Sleights will be provided with a curriculum offer for Art and Design designed to:

- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of art specialisms and techniques.
- build on and develop art and design knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of substantive and disciplinary knowledge.
- gain an understanding of a wide range of artists and their work.
- use a wide range of practical tools and techniques to help understand artistic processes and designs.
- secure an understanding of the processes involved in gaining and applying skills from a draft stage, through to development of a final piece of work.
- enable children to understand a range of artistic skills, concepts and vocabulary, which can be used widely across the planned curriculum and beyond.

Implementation of our Art and Design curriculum

Art and Design is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their art and design understanding and skills over time.
- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of the art and design knowledge and skills.
- a termly focus on an art and design specialism, which supports and enables children to develop a secure understanding of a range of art techniques.
- ongoing opportunities to acquire and apply theoretical knowledge relating to art and design, including evaluating the work of others and understanding the process of making.

Learning in art and design is recorded in a variety of ways. Children enjoy a range of practical activities, which may be recorded using work collated in sketchbooks, photographs or final pieces.

The long term plan for art and design at Sleights identifies three units to be taught each academic year. The long term plan operates on a Year A and B cycle, ensuring that all six identified specialisms are taught across Key Stage One, Lower Key Stage Two and Upper Key Stage Two.

Implementation: The learning journey of the Art and Design curriculum

Placing skills and knowledge about artists into context is a key aspect of our art and design curriculum. The learning journey of art and design is set out below and details the work of a full term.

Knowledge about art and artists

Children learn about an artist, linked to their focus specialism. This includes placing them in historical context and identifying key pieces, as well as elements of their life.

Knowledge and skill acquisition

Children are taught about specific skills and provided with opportunities for practising. These skills are taught discretely, with links being made to the focus art/artist.

Knowledge and skill development

Children develop their understanding and build connections. Scaffolding from teachers is removed, as conceptual understanding becomes more complex and internalised.

Application

Children build automaticity, through investigation, exploration and enquiry using acquired skills. Children are provided with purposeful opportunities to apply their skills and knowledge.

Implementation: Breadth and Depth of the Art and Design curriculum

Our school art and design curriculum provides a broad range of opportunities to learn about a wide range of artists from a range of periods and backgrounds. Artists and related periods are selected to represent diversity and relevance to the children. A rationale for why these artists have been selected as part of the curriculum is included in planning documentation.

Implementation: The content of the Art and Design Curriculum at Sleights

Art and Design at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to:

- **substantive knowledge** - which includes **practical** knowledge (related to making) and **theoretical** knowledge (knowledge about art and its history).
- **disciplinary knowledge** - which helps children understand what art is.

Further information about teaching and learning relating to substantive and disciplinary knowledge can be found in this policy.

As children move between classes and Key Stages, staff carefully identify the level of proficiency that children have in using and applying skills taught, including the use of tools. Before introducing or developing understanding of a skill, or use of a tool, children low stakes assessment opportunities are built into sessions to ensure a secure understanding.

Implementation: Substantive Knowledge (practical and theoretical)

In addition to mapping out units of study to be taught at Sleights, our school's planning also identifies the **areas of practical knowledge** (sometimes referred to as 'sticky learning') taught across school from Key Stage


One to the end of Key Stage Two. This knowledge and content is organised and sequenced into building blocks, so that children gain new knowledge and build on prior learning over time.

At Sleights, we identify practical knowledge and our **school specialisms** as:

- **Drawing** – as identified in the National Curriculum
- **Painting** – as identified in the National Curriculum
- **Sculpture** – as identified in the National Curriculum
- Printing
- Textiles
- Collage

Our progression documents identify key milestones in relation to intended acquisition of knowledge and skills for each identified specialism. These milestones are grouped into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. In Early Years, the progression is broken down into four groups, beginning at birth and concluding at the statutory Early Learning Goal.

Within each specialist area, knowledge is organised on our own planning to provide a clear progression and development. The specialist area is broken down into core elements, which have been sequenced on plans to detail progression. Staff use the progression documents to support lesson planning and delivery



Drawing	General	<ul style="list-style-type: none"> • Explore a variety of drawing starting points, including observational drawing. 	<ul style="list-style-type: none"> • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Attempt to show reflections in a drawing. • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. 	<ul style="list-style-type: none"> • Use different techniques for different purposes i.e. shading, hatching within their own work. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop close observation skills using a variety of view finders. • Begin to develop an awareness of composition, scale and proportion in their paintings.
	Mark Making	<ul style="list-style-type: none"> • Begin to explore mark making using a range of dry materials (pencils, pastels, chalk, charcoal, soft pastel and wax.) • Show pattern, lines and textures in drawing. 	<ul style="list-style-type: none"> • Develop patterns/marks with a variety of media. • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Begin to show awareness of representing texture through the choice of marks and lines made. 	<ul style="list-style-type: none"> • Begin to show awareness of representing texture through the choice of marks and lines made. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
	Tone	<ul style="list-style-type: none"> • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Understand tone through the use of different grades of pencils (HB, 2B, 4B) • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending. 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. 	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media.

Children learn and develop specialist skills in the order set out in the progression documents.

In addition to the substantive knowledge, identified in the Sleights' curriculum, our school also sets out how **theoretical knowledge** will be developed, so that children gain an understanding of a broad range of art and artists.

Each specialist area identifies six artists. Children will learn about two artists in each phase of school - Key Stage One, Lower Key Stage and Upper Key Stage Two. These artists are linked to the specialist area and expectations of the curriculum at that time.

Implementation: Disciplinary Knowledge

At Sleights, children develop **disciplinary knowledge** through skill progression plans, which carefully set out how children will develop art and design skills, which can be used across the curriculum in multiple ways.

Disciplinary concepts across our curriculum also include opportunities for enquiry to develop understanding in:

- **Exploring and developing ideas** – focused on starting points, observations and development
- **Evaluating and develop work** – considering the impact and effectiveness of our own work and that of others
- **Responding to art** – including identification of artists, their style and how art can make an impact

Implementation in Early Years

At Sleights, art and design begins in the Early Years, where children are encouraged and supported to explore and use a variety of tools, materials and techniques across the curriculum. Using the expectations for art and design, set out in the Early Learning Goals, carefully identified curriculum intent for our Early Years' children recognises the incremental steps in knowledge and skill acquisition that is expected across our Pre-School and Reception classes. These areas focus on **creating with materials**. In line with Early Learning Goals, by the end of Early Years, children will be able to:

- 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.
- make use of props and materials when role playing characters in narratives and stories.

To support all children in being able to use a range of tools effectively, staff work to support children develop their **fine motor skills**. The focus and development of these skills ensures that, before children embark on their Key Stage One journey, they have already acquired a secure understanding of early art and design skills. By the end of Early Years, children be able to:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- use a range of small tools, including scissors, paint brushes and cutlery.
- begin to show accuracy and care when drawing.

Implementation in Key Stage One

Building on the conceptual understanding of art and design, gained in Early Years, children across Key Stage One develop an increasing knowledge of:

- using a range of materials creatively to design and make products.
- using drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- the work of a range of artists, craft makers and designers, enabling them to describe the differences and similarities between different practices and disciplines, whilst making links their own work.

Using a two year rolling programme, children in Key Stage One will gain an understanding and starting point of each art area identified on the Sleights' long term plan, so that they can further develop skills across Key Stage Two.

Implementation in Key Stage Two

Building on children's acquired knowledge of art and design and related skills, in Key Stage Two at Sleights, children begin increase their proficiency across the curriculum, enabling them to be able to communicate their intent and approach.

Across Key Stage Two, children build up an understanding of:

- how to create sketch books to record their observations and use them to review and revisit ideas.
- how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- great artists, architects and designers in history.

The curriculum is planned on a two year cycle, providing the adequate time and opportunity to support children to develop their art and design techniques, understanding and knowledge. This knowledge is gained and developed across six units of work, taught across Key Stage Two, on a two year rolling programme.

Implementation: Supporting pupils, including pupils with special educational needs and/or disability

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- Reading differentiated to support lower-level readers.
- A range of practical resources and support tools to enable access to the curriculum.

Impact: how do we ensure that children are making progress and learning?

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in art and design takes place during and after each taught session, using a range of strategies such as marking and feedback, verbal discussions with children and response time.

The assessment journey in art and design is observed through ongoing review of children's application and understanding of skills. This is identified through work completed in lessons and evidence produced. In making assessments, staff will consider children's capacity to demonstrate:

- **fluency** by demonstrating proficiency and automaticity in the specialist areas being studied at Sleights.
- **experimentation**, as children try out new ideas, methods and find their own solutions.
- **authenticity** by demonstrating their visual thinking and process.

In addition to identifying the impact of teaching and learning of substantive knowledge, assessment of children's disciplinary skills is also made. These transferable skills are taught alongside substantive knowledge and assessed formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.