



Samuel Allsopp

Primary & Nursery School

Art and Design Subject Policy
2024-2025

Schedule of review

Date written: November 2024

Shared with SLT/Governing body: awaiting Ratification - November 2024

Next review: November 2025

Samuel Allsopp Primary and Nursery School Intent Statement

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

- Be supportive and inclusive of the needs for all learners
- Harness pupil independence & allows them to have a go at solving problems for themselves first
- Allow children to make their own 'informed' choices
- Develop their confidence
- Support them to be resilient and get into good habits for the future
- Prepare children for a life outside of school that enables them to make a positive contribution to British society
- Enable them to be proficient users of the English language – speaking and writing
- Widen their contextual vocabulary
- Work independently but also in teams
- Encourage children to go 'beyond their own normal' and experience new things
- Engage children in making a contribution and playing an active part
- Support parents to become active stakeholders in their child's learning
- Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

Intent

At Samuel Allsopp Primary and Nursery School we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes, giving them a chance to express their ideas, build on their observational skills, gain confidence, promote feelings of self-worth and develop their creativity, imagination and aspiration, as well as offering them time to relax.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Our curriculum is designed based on the needs of our pupils and is reviewed regularly to ensure every pupil is given the opportunity to make progress and achieve. 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 diverse history, and contribute to the culture, creativity and wealth of our nation.

We believe that Art & Design sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined.

At Samuel Allsopp Primary and Nursery School, we aim for all pupils the following:

- have the opportunity to record from first hand experiences and from their imagination.
- develop opportunities to select their own ideas for use in their work.
- develop creativity and imagination through a range of activities.
- develop the ability to control materials, tools and techniques.
- increase their critical awareness of the roles of art and design in different times and cultures
- develop increasing confidence within the use of visual and tactile elements and materials.
- foster an enjoyment and appreciation of artists, crafts people and designers

We use Quality First Teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve. This policy outlines the purpose, nature, and management of Art and Design that is taught and learned throughout our school.

National Curriculum Aims:

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

To ensure consistence of teaching and learning, we follow and adapt the Kapow Art and Design curriculum that builds on previous learning and provides both support and challenge for learners giving them every opportunity to develop their knowledge and skills, nurture their talent and interests, express their ideas and thoughts about the diverse and rich cultures of the world, as well as learning about the rich heritage and culture of the British Isles and beyond. The Art and Design scheme of work provides full curriculum coverage, developing pupils' skills and knowledge across four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design.

Kapow Primary's Art and Design scheme of work also aims to encourage pupils to explain and justify their choices of materials, methods, and techniques. Engage in paired and group discussions. Present and explain their artwork and ideas to peers and the class. Analyse and critique the work of others as well as established artists. Collaborate on group artwork and respond to high-level questions such as 'What is art?' by articulating and defending their ideas. Embedded in each of these areas are skills, technical knowledge and vocabulary.

The Art and Design scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum and the aims also align with those in the National

Curriculum. It also supports the journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Inclusion Statement

The Staff and Governors of Samuel Allsopp Primary and Nursery School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practises will therefore, take account of the diverse needs and talents of our pupils.
- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.
- Pupils with Special Education Needs (SEND) should have access to high quality education and support appropriate to their needs.

Implementation

There are five strands that run throughout our Art & Design curriculum:

- **Making:** painting, drawing, printing, creating 2 & 3D art and crafting
- **Generating ideas** and taking inspiration from a range of artists and crafts people
- **Formal elements:** colour, form, line, pattern, shape, texture and tone
- **Knowledge of artists'** work and techniques
- **Evaluating:** critiquing their own work and that of others

These strands are revisited in every unit. In the Art and Design skills and the Formal elements of art units, pupils have the opportunity to learn and practice skills discretely. The knowledge and skills from these units are then applied throughout other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

The curriculum develops pupil's knowledge and understanding of key artists and art movements through a range of units and links to artists through practical work. Each unit fully scaffolds and supports essential and age-appropriate sequenced learning and is flexible enough to be adapted to form cross-curricular links. Creativity and independent outcomes are robustly embedded in units, supporting pupils in learning how to make

their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Kapow Primary's Art and Design scheme has a clear progression of skills and knowledge within these five strands across each year group. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Three units of learning are completed throughout the school year in each year group (Years 1-6), with one being taught termly.

All children are given a sketchbook in the Nursery which then stays with them until the book is finished. This is then stored until the child leaves Samuel Allsopp in Year 6. Children are encouraged to use their sketchbooks as a method of recording, exploring and storing information and as an ongoing record of their learning and achievement.

During Key Stage 1 children develop their knowledge and skills across the four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Lessons build on their experiences in EYFS, introducing new techniques, a focus on developing their own ideas and increased opportunities to reflect on their own work whilst learning about a range of artists.

During Key stage 2 Art and Design is about developing children's creativity by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

Health and Safety

Health and safety in Art and Design is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring that Samuel Allsopp Primary and Nursery School complies with the Health and Safety at Work etc. Act 1974.

Health and Safety awareness forms an integral part of pupils learning. Particular care must be taken with sharp cutting tools, electrical appliances and in processes where hot materials and tools are used. Pupils must be taught to recognise hazards and take appropriate action. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and to ensure that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp Primary and Nursery School will continue to be taught Art and Design through live lessons, pre-recorded videos and online learning materials.

Impact

Impact is constantly monitored through both formative and summative assessment opportunities. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

The Art & Design curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision-making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher meta cognitive skills and have a growing understanding of how to improve. Children should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

We expect that children will:

- Produce creative work, exploring and recording their ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the NC for Art and Design.

Feedback, Marking and Assessment

At Samuel Allsopp feedback is given to pupils in Art and Design by verbal feedback, face-to-face discussions and through their sketchbooks.

Pupils are assessed on a lesson-by-lesson basis by teaching staff and lesson content is adapted accordingly. Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

At the end of each unit of work, children's understanding and retention of key knowledge is assessed using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Monitoring and Review

To ensure high standards of teaching and learning of Art and Design are maintained, the Art Coordinator , will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly in line with the monitoring calendar.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

- classroom observations
- learning walks
- sketch books looks
- pupil voice
- planning looks

To ensure that staff professional development is benefited by this process, the Art Coordinator will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

Resources

Art resources are stored across both sites and will be reviewed by the Art Coordinator throughout the year. Resources should be returned to the store cupboards after each lesson and teachers should inform the Art Coordinator of any resources required in advance of the unit of work being taught and preferably at the start of the school year.

This policy will be reviewed annually to reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to Art and Design.