



Abacus Primary School

Art and Design Policy

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*Go and make interesting mistakes,
make amazing mistakes, make
glorious and fantastic mistakes.
Break rules. Leave the world more
interesting for your being here.
Make good art." Neil Gaiman*

1. Intent

At Abacus Primary School, we want Art and Design to be a subject that gives our children the freedom to express themselves in a way that gives them enjoyment and personal fulfilment as an artist.

We want our children to acquire the skills and knowledge of art in a systematic way that ensures progression, and follows a sequence to build on previous learning.

We want to offer many practical experiences that excite our children and give them confidence in their own creativity and use of their imagination not only in Art and Design, but across a range of subjects.

We also want our children to be inspired and take inspiration from a breadth of 'greats' to extend their cultural understanding of the world, as well as learning about our rich heritage and culture of the British Isles and beyond.

Our children are encouraged to reflect on their work, think critically, analyse and evaluate both their work and that of others, thus making informed responses.

An Abacus Artist:

We believe that every child at Abacus Primary School is an artist in their own right. Here are the characteristics required:

- Use subject specific vocabulary, for example, line, shape, form, tone, texture, pattern, colour, space, composition.
- Communicate fluently in visual and tactile form.
- Draw and paint confidently and adventurously from observation, memory and imagination.
- Develop skills within a range of techniques and art styles including: collage, sculpture - 2D and 3D art, printing, crafting and digital media.
- Knowledge and understanding of other 'great' artists, craftmakers and designers.
- Think and act like artists by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- Select and use materials, processes and techniques skillfully and inventively.

- Reflect on, analyse and critically evaluate their own work and that of others.
- Articulate through written and verbal responses to their own work and that of others.
- A passion for the subject.

2. Implementation

The purpose of this policy:

This policy is written to guide and support class teachers with the planning and teaching of Art and Design across Abacus Primary School. The policy outlines statutory expectations from the Early Years Foundation Stage (EYFS) Framework and the National Curriculum (NC).

Roles and Responsibilities:

The role and responsibilities of the Art and Design Subject Leader:

- Ensure continuity and progression of skills and knowledge of art is covered in each year group.
- Support colleagues in promoting high standards of teaching the subject content and developing the detail within each unit of work.
- Assist colleagues in the delivery of Art and Design lessons.
- Renew and update resources needed to deliver our Art and Design curriculum, within budget constraints.
- Monitor progress of Art and Design across the school.
- Keep abreast of developments in art education and partake in CPD.
- Feedback to staff where necessary.
- Support staff development through CPD training and visitor talks.
- Organise whole-school events.

The role and responsibilities of our class teachers:

- Plan quality and engaging learning opportunities for all our children.
- Teach the subject regularly (weekly or by blocking) to ensure all areas of the Art and Design curriculum are covered in depth.
- Assess children's learning termly using the whole school 'Kapow Art and Design Assessment' Excel Spreadsheet.
- Provide feedback to all our children.

- Displaying the artwork produced by our children regularly throughout the year by using photo frames provided for each class.

The role and responsibilities of our governing body:

- Governors have a strategic responsibility to ensure that Abacus Primary School provides a high quality broad and balanced Art and Design curriculum for all our children.

How is the subject taught across the school:

At Abacus Primary School, we follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for our children.

As a school, we have chosen to follow Kapow's Art and Design scheme of work, which enables our class teachers to deliver creative, inspiring and engaging lessons and that ensures progression of skills and knowledge.

The scheme of work meets the requirements for the NC for Art and Design and supports our children in meeting the end of key stage attainment targets.

It is designed with five strands that run throughout. These are:

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

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

Our Art and Design curriculum develops our children's knowledge and understanding of key artists and art movements through the *Every Picture Tells*

a Story units and links to artists through practical work. Creativity and independent outcomes are robustly embedded into our units, supporting our children 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 child and personal.

Our Art and Design curriculum is always practical in nature and encourage experimental and exploratory learning. Knowledge organisers for each unit of work support our children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

An Art and Design unit will be taught once a term. Each unit of work will be taught either weekly or in half term blocks or during Art and Design mornings / afternoons / days, dependant on the needs of the unit being worked on.

Organisation:

Foundation:

Within the EYFS framework, Art and Design contributes to a child's development in the area of 'Expressive Arts and Design'. In our Foundation classes, we provide rich, imaginative and enjoyable indoor and outdoor environments in which we encourage and value creativity.

Our children are given the opportunity to explore and experiment with colour, texture, line, shape and form in two and three dimensions. Our children will have access to a wide range of child-led and adult-led activities, such as constructions, collage, painting and drawing, using appropriate tools and art materials / resources. In order to tap their artistic potential, our children will be encouraged to develop their own creative ideas.

Our children are also introduced to a wide range of 'greats' through class and group discussions. They will then have the opportunity to respond with their own interpretation.

Key Stage 1 and 2:

<u>KS1 Aims</u>	<u>KS2 Aims</u>
Use a range of materials creatively to design and make products.	Develop techniques, including control and use of materials, with creativity, experimentation and increasing

	awareness of different kinds of art, craft and design.
Use drawing, painting and sculpture to develop and share their experiences and imagination.	Create and use sketchbooks to record observations, to complete artist research, to complete designs and to review and revisit ideas.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Learn 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.	Learn about historical and contemporary artists, architects and designers and how their work relates to and is influenced by society.

Planning:

We follow Kapow's scheme of work as the basis for our curriculum planning in Art and Design. This scheme provides progression of skills for each area covered and offers class teacher videos to develop subject knowledge and confidence to deliver lessons and pupil videos demonstrating skills and techniques.

The curriculum planning in Art and Design is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Art and Design units covered across the school. We use the Kapow scheme of work as the basis for our medium-term plans. This details each unit of work. These plans define what we teach. The lesson plans ensure that there is progression. They build upon our children's prior learning.

Inclusion:

At Abacus Primary School, all our children will be given the opportunity to access Art and Design. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

At Abacus Primary School, SEND children are integrated into all aspects of the Art and Design curriculum. As Art and Design is predominantly practical, children with SEND are more likely to be able to access this subject or even excel in it.

Differentiation by task, support and outcome will allow all our children to improve their confidence and self-esteem, as well as meeting the individual needs of the class. Accommodations may need to be considered for individual needs. See Appendix 1 for guidance on differentiation and information regarding supporting SEND within Art and Design.

See SEND policy for further information.

Resources:

Classrooms have a range of basic art and design resources, such as paint brushes, paints, but the majority of these are stored centrally in the cupboard located next to the school staffroom. Any unused resources should be returned to this cupboard at the end of each lesson / activity by an adult. Consideration should be given to other members of staff who may be waiting to use a particular resource.

Art and design resources are expensive and this should be considered when planning how an activity will be implemented. Children need to be taught to use resources in an economical way, to think about what they need and to cut down on waste.

The Art and Design Subject Leader should be informed when a particular resource is running low, to allow time to order and receive them before running out completely. Requests for additional resources should also be given to the Art and Design Subject Leader.

Health and Safety:

When in school, all our children should be taught to use items of protective clothing, such as aprons/art shirts, when necessary, and to be encouraged to maintain a safe and tidy workspace. Class teachers and our children should be aware of potentially hazardous tools and materials, in relation to their storage and use.

Assessment:

At Abacus Primary School, every term class teachers will assess each child in their class against the objectives and skills set out in our whole school assessment tool named 'Kapow Art and Design Assessment'. The master copy of this Excel spreadsheet can be found on the server in the 'Art and Design Subject Leader' folder under 'Assessment'. Class teachers will use the following abbreviations to

assess each child: WT (working towards); SU (secure understanding); or GD (greater depth). Assessment will be carried out by evaluating learning that has taken place in lessons, looking at completed work in sketchbooks and teacher and pupil discussions. This allows the Art and Design Subject Leader to monitor progress across the school. The data is analysed to inform and address any trends or gaps in attainment.

Progress of art work should be recorded within each child's individual sketchbook. Class teachers must not write on any art work produced by any children in their class, but should provide verbal feedback (see 'Guidance for Using Sketchbooks in Art and Design' Appendix 2). This kind of assessment requires the class teacher to be actively involved in each learning journey of every child, which we understand is potentially time consuming. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in such a sensitive area as nurturing a child's creativity.

Children in our Foundation classes are assessed within the 'Expressive Arts and Design' section of the EYFS and their progress is tracked termly. Age related expectation levels are reported to parents at the end of their year in Foundation.

Impact:

Our Art and Design curriculum, is designed in such a way that our 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, our 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 metacognitive skills and have a growing understanding of how to improve.

Our children enjoy and value Art and Design and know why they are doing things, not just how. They will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising our children's work. We will measure the impact of our curriculum through the following methods:

- End of unit quizzes and knowledge catches, which can be used at the start and/or end of the unit of work.

- Sampling our children's work in sketchbooks across the school, especially over time as they gain skills and knowledge.
- Informal discussions with staff and our children to see what they already know and identify any gaps.
- 'Pupil Perception' questionnaires. Talking to our children about what they know.
- Lesson observations. Observing how they perform in lessons.
- Class curriculum journals.
- Whole school assessment tool 'Kapow Art and Design Assessment' Excel Spreadsheet.

Overall, our Art and Design curriculum will equip our Abacus artists to leave our primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their future Art and Design learning. Our 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.

Appendix 1: SEND within Art and Design

1. Recommended strategies to support differentiation:

a) QFT

- Clear and simple instructions, breaking down longer instructions and giving one at a time. The use of pupil videos could be used as a visual aid.
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Key points/instructions are jotted down.
- New learning broken down into small steps.
- Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already know about a subject.
- Knowledge organiser to explain unfamiliar vocabulary and a visual prompt used for a unit of work.
- Children are encouraged to take charge of their learning and develop strategies that work for them.
- There are opportunities for flexible grouping and pairing, for example, by ability and mixed ability.

b) Additional School Intervention and Support

- Teaching approaches involve visual and practical resources.
- Pre-teaching of vocabulary and key concepts is used (use knowledge organisers).
- Increased use of alternative methods where children demonstrate and record their learning,
- Closer differentiation of classroom work activities to the children's skill levels takes place.
- Give targeted support if required.

c) High Needs

- Strategies will be followed from within the child's EHCP or from any specialist advice received.

2. Recommended Assessment Tools, Resources and Interventions:

- Knowledge organisers.
- End of unit quizzes and knowledge catches.
- 'Kapow Art and Design Assessment' Excel Spreadsheet.

3. Monitoring SEND

- SEND will be routinely monitored as part of subject monitoring during the academic year.
- The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and sketchbook scrutiny.
- The subject leader will use 'Kapow Art and Design Assessment' Excel Spreadsheet data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from sketchbooks and other sources.

SEND Monitoring for Art and Design

Class:	Number of SEN Support:
Monitoring Activity:	Number of IPRA/EHCP:
Recommended Strategies	Comments
Quality First Teaching: <ul style="list-style-type: none">••••••••	
Additional School Support: <ul style="list-style-type: none">••••••••	
Resources/Interventions: <ul style="list-style-type: none">•••	
General comments:	

N.B. Feedback will be given using the school format of two stars and a wish and may include reference to SEND monitoring if relevant.

Appendix 2: Guidance for Using Sketchbooks in Art and Design at Abacus Primary School

Since the introduction of sketchbooks in the Key Stage 2 NC for Art and Design (Primary) (September 2014), we have incorporated them into our curriculum at Abacus Primary School. From September 2019, every child from Foundation to Year 6 has a sketchbook, which is kept close to hand whenever we are creating, learning and developing new ideas within our classrooms. We feel very strongly that it belongs to the child. The most exciting sketchbooks are not the ones with the 'neatest' drawings or the most 'beautiful' colour wheel. The most exciting sketchbooks are the ones where the personality of the owner comes shining through, whatever that personality is.

Sketchbook Aims:

- **That sketchbooks should be owned by the children**, and should be placed at the centre of children's creativity. As such sketchbooks should develop personalities (a class of sketchbooks should not look alike).
- **Sketchbooks should be used to collect, explore, experiment, create, develop, learn and reflect.** Sketchbooks should be a place of discovery. It is a place where it is okay to make mistakes. In fact, mistakes should not be rubbed out or removed from the book as they form part of the learning process.
- **Sketchbooks might seem chaotic.** Sketchbooks should be a collection of ideas and feelings. They can be tweaked and adjusted later, perhaps in a final piece of display work. Sketchbooks do not need to be beautifully neat and well-presented.
- **Children should, for example, use paint, chalk, oil pastel, collage and print, directly into sketchbooks, if appropriate.** Class teachers should not be afraid of using 'messy' materials in sketchbooks.
- **Sketchbooks should be used to show a journey and progression of an Art and Design unit of work.** There should be a clear development and build-up of skills / techniques that lead to an outcome / piece of art shown through the sketchbooks.
- **Sketchbooks do not have to be used every single art lesson.** Sometimes it is not appropriate to use sketchbooks in an art lesson e.g. sculpture / 3D art work, when you need a bigger canvas than A4. **Where practical art work is done class teachers have the option to stick photo evidence in sketchbooks.** *Older children may like to stick photos in and write about what they did, the skills they used, what they enjoyed, identifying positive features and ways in which it could be improved.*

Assessment - Marking and Feedback:

Class teachers should not mark directly into a sketchbook. Conversation-based feedback in art will take place on an ongoing basis. The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection and evaluation. These are not activities which should just take place at the end of projects, but throughout the unit of work. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child.

Expectations:

Each piece of work needs to include the short date and a simple title, for example, detailing which visual element you are working on, such as, line, shape, form, tone, texture, pattern, colour, space, composition, observational drawing, name of an artist.

Knowledge and Understanding of Artists:

It is important that children gain knowledge and understanding of how artists go about their work. Children could stick in reproductions of works of art around which may be written information or comments. Prompt questions or sentence stems may be used to begin with until the children are used to the types of responses you expect. These may be factual, but should also include the children's personal reactions.

Sketchbook Activities:

This is not an exhaustive list of ideas. For further sketchbook activities for each year group, visit:

<https://www.tts-group.co.uk/blog/2017/08/08/use-sketchbooks-gomersal-primary-school.html>

- Investigating the properties of different materials e.g. pens, pencils, markers, pastels, paints, chalk, charcoal, candles, flower petals, kitchen cupboard ingredients e.g. coffee, tea.
- Investigating different techniques e.g. shading, colour mixing strips, tonal strips, notes on how to make different colours.
- Investigating the artistic elements e.g. line, form, texture, tone, pattern, shape, colour, composition.
- Making notes about different processes or techniques.
- Making notes or drawings about artists, architects and designers.

- Making notes and collecting images to show different artistic genre e.g. abstract.
- Collecting and sticking visual information e.g. ideas, photographs, comics, postcards, magazine cut outs, stamps, cards.
- Titles of music used to stimulate a response.
- Poem or stories that were used to stimulate a response (many artists have interpreted stories and myths in their work)
- Samples of textures, fabrics and other textile samples.
- Keeping photographs of pieces of their own art for reference.
- Writing evaluations and reflecting on their artistic learning.
- Providing writing opportunities e.g. recounts of visits to exhibitions, writing instructions, lists, writing reviews, creative writing / poetry.
- Private work initiated by the child e.g. doodles.

Frequency of Use:

There is no prescribed frequency of use. An expectation would be that they are used every couple of weeks. There will be periods during the term when they will be used more frequently during an Art and Design unit of work and other times when they won't be used.

Sketchbooks can be used for cross-curricular work, for example, drawing or writing about artefacts. They can also be taken on trips or visits to record what is seen there, or use separate sheets of paper that can be stuck in later.

New Sketchbook:

As children change year groups, it is a good idea to pass their sketchbook up to the next year group and to continue using it. Every September, every child will create a new year group title page by drawing an A4 portrait of themselves and include the year group as a title. This table explains the progression of portrait skills for each year group:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch a self portrait	Sketch a portrait by mapping out the face, following step by step instructions	Sketch a portrait by mapping out the face and its proportions	Sketch a portrait by mapping out the face, its proportions and adding value	Sketch a portrait by mapping out the face, its proportions and adding texture	Develop detailed sketching skills of the eye	Application of all sketching skills to draw a portrait

On educational grounds, it is desirable to continue with the same book until it is full. This will ensure continuity and progression over time. Replace the books with a new one as and when required, but it is valuable to keep using a partially filled sketchbook as the children move through the school.