

Bowlee Park Community Primary School

Art and design Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28; 'Every child has the right to an education

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

1. CURRICULUM INTENT

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.

National Curriculum 2014

A Curriculum for Our Pupils

At Bowlee Park Primary School, we value art and design as an important part of our children's entitlement to a broad and balanced curriculum. As a school in an area of significant deprivation, we are committed to securing equity and improving pupils' life opportunities. In designing our curriculum, we have ensured that the teaching of art and design at Bowlee Park provides all children with well-planned and sequenced opportunities to develop their knowledge and skills, express themselves creatively, think critically and develop a deep understanding of art and design.

Our curriculum is ambitious. We have taken into consideration the wide range of abilities within the classroom and ensured that appropriate support and resources are in place so all pupils, including disadvantaged pupils and those with SEND, can access the lesson objective and excel at an age-appropriate level.

Experiences, including trips, visitors and enrichment activities, provide a meaningful and memorable context to the learning in art and design. These opportunities enhance learning and ambition for our pupils, many of whom have limited experiences.

A Curriculum of Breadth and Wider Opportunity

Our curriculum delivers the statutory EYFS Framework and the statutory National Curriculum. Pupils begin their art and design journey in the Early Years, acquiring the skills and knowledge they will need as they move into Year 1.

We have chosen to use the Kapow scheme of work as the basis for our planning and we have adapted this where required to meet the needs of our pupils.

Wider opportunities for children to extend their art and design knowledge are carefully planned to extend children's knowledge and encourage their passion for art and design.

Progressive, Well-sequenced Learning that Embeds Knowledge

We use the Kapow Scheme of work to ensure that Art and Design is taught systematically and progressively. This scheme is a spiral curriculum. It is cyclical as pupils return to the same skills again and again during their time in primary school. In each year group there are four units of work for Art. Each unit of work provides

sequential lessons organised into four core strands: Drawing, Painting and Mixed Media, Sculpture and Craft and Design. This maximises the opportunity for pupils to build on prior learning. Knowledge content is repeated and revisited to ensure that children know more and remember more. Pupils therefore move through school making connections to art and design skills previously learnt which leads to further learning and development of new skills. Each time a skill is revisited, it is covered with greater complexity.

We teach children three domains of knowledge: **practical knowledge, theoretical knowledge and disciplinary knowledge**. Pupils make progress in art by building their practical, theoretical and disciplinary knowledge and learning the connections between them.

Practical knowledge is how we make art. The methods and techniques we use, the materials used and the skills we are developing (i.e line, shape, tone, colour, form, pattern or texture). These making skills are taught throughout the four core strands of drawing, painting, sculpture and craft.

Theoretical knowledge is the knowledge of artist, the meanings and interpretations behind works of art and why artists have made certain choices about their art and the materials they have used. Pupils are taught how to recognise whether art is traditional, modern or contemporary and can provide evidence for their reasoning. Pupils are taught to make connections between art's past, present and future. Each unit of work in Kapow explores the work of a key artist, craft maker or designer in depth.

Disciplinary Knowledge is knowing what art is and understanding the subject as a discipline. Children evaluate and analyse art in every lesson discussing the different forms it can take (painting, drawing, drama, music). Our lessons allow pupils to develop their capacity to think critically about art through repeated opportunities and to evaluate the style and techniques of artists and appraise artists work as well as their own work and that of others

A Curriculum where Reading is a Priority

Reading has a high priority at Bowlee Park. It enables pupils to access the full curriculum. Our art and design curriculum provides children with opportunities to apply their reading skills through researching artists and elements of art and design, using books, non-fiction texts and the internet.

A Curriculum that Develops Core Values

Our art and design curriculum enables our pupils to develop into confident learners who are able to express their feelings and ideas. This links with our UNICEF Rights Respecting schools' programme (Freedom of expression - Article 13)

At Bowlee Park, art and design empowers pupils to embed the Bowlee values of **respect** and **kindness**. Pupils are encouraged to: **cooperate** with others, help each other with the mastery of a skill, support their peers when they are facing difficulties and critique and celebrate each other's work. They also learn **resilience** as they are encouraged to keep going with a particular skill even if they are finding it difficult. Children at Bowlee are **ambitious** with their art and design work, there is no right and wrong. They are able to explore and to use art and design as a medium to share their thoughts, feelings and ideas with others.

Art and design teaches our pupils to empathise with other cultures and backgrounds and to appreciate the different talents people may have, thus promoting respect and allowing our pupils to become well-informed citizens.

Aims in the Teaching of Art and Design

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.

Art and Design Curriculum Planning

Our art and design curriculum teaches all aspects of the subject as set out in the National Curriculum. We have chosen to use the Kapow scheme of work as the basis for our planning. Where necessary we have adapted these plans to ensure they are tailored to the needs of our pupils.

Our long-term plan maps out the themes covered in each term during each key stage, from the Early Years through to Year 6. The medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.

The individual lesson plans list the specific learning objectives and expected outcomes, and give details of how to teach the lessons and how success will be measured. The class teacher annotates these individual plans to review and adapt any future planning together with the subject leader.

The activities in art and design build on the pupils' prior learning. They are progressive, ensuring pupils' skills, knowledge and understanding increase as they move through the school. Opportunities to revisit prior learning are integral to the curriculum and often skills from one unit of work are reinforced by subsequent units.

The Early Years Foundation Stage

Learning about art and design begins in the Early Years. In the Early Years Foundation Stage, art and design forms part of the learning children acquire under the 'Knowledge and Understanding of the World' branch of the Foundation Stage curriculum. Children learn through well-structured, quality first-hand experiences that develop: imagination and creativity, self-expression and communicating through arts.

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

EYFS Statutory Framework 2021

The contribution of Art and Design across the Curriculum

Art and design contributes to speaking and listening. Children ask and answer questions about their work. They are given opportunities to share ideas, methods and

approaches in their own work and that of others, and to say what they think and feel about them. Much research has also shown how art contributes to pupils' learning in more academic subjects such as maths and science.

Ambition and Access for all to the Art and Design Curriculum

We follow the principles of the National Curriculum to meet the needs of all children in art and design. We have ensured that the programme of study is well sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practice to ensure knowledge is retained and children make progress.

In art and design we use two approaches to ensure we meet the needs of all pupils: adaptive teaching and differentiation. The majority of children access age appropriate objectives through adaptive teaching. For all pupils (including those with SEND), teaching is adapted through a range of strategies including: breaking down learning into smaller chunks; adult support; reframing of questions; use of concrete and visual resources. Higher attainers are challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group coaching.

Differentiation is implemented through the support and intervention provided to different children. For some children (particularly those with the highest level of SEND), further differentiation is needed through the adaptation of learning objectives, teaching materials and strategies in order to access learning. If a child's needs are best met by following an alternative plan, then this will be planned by the class teacher, with the support of the SENCO. Teachers take into account the specific needs and targets set for pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, when planning and implementing the art and design curriculum. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

2. IMPLEMENTATION

Teaching and Learning of Art and Design

Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content, whilst at the same time challenging and supporting pupils to gain depth of knowledge, skills and understanding.

Teachers design lessons so that there is a carefully sequenced journey through the concept being taught, identifying difficult points and possible misconceptions. Children

are challenged through careful questioning and supported through use of concrete materials and visual representations to develop deep, conceptual understanding. Knowledge and skills are revisited to ensure pupils know more and remember more. As pupils learn new skills, they need to practice and master these skills through applying them in a variety of contexts. Our curriculum highlights these key skills and provides opportunities for their application. The skills are revisited in subsequent year groups and further developed. The teaching of academic and subject specific language is embedded within each lesson.

From Y1 pupils use a sketch book to sketch and annotate their work. This supports them in developing their own ideas and designs and to practice new skills, Teachers use a range of teaching strategies and ensure progress is made by all children within a class. Typical features include:

- lessons designed to build knowledge and skills in small progressive steps;
- lessons that encourage thinking, use precise vocabulary and allow children to deepen their understanding of the design task;
- a balance of interactive whole-class teaching, guided group/paired work and individual pupil work, including reflection;
- developing ideas, planning and making products, and evaluating them.
- the use of disassembly and teacher modelling to aid understanding;
- differentiation mainly through questioning, support, tools and materials, challenge and outcome.
- working on their own, collaborating with others, listening to each other's ideas and treating them with respect.
- critically evaluating existing products, their own work and that of others.

Resources

Quality art and design relies on children having access to quality resources. We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, whilst more specialised equipment is available from the art store. This room is accessible to adults only. Pupils have the opportunity to use a wide range of age appropriate resources under the supervision of adults.

3. IMPACT

We provide our pupils with a first class art and design education by ensuring that the curriculum is of a high quality and delivers challenging and engaging lessons. Through high quality professional development, teachers and teaching assistants have strong subject knowledge, know how children's skills develop from unit to unit and from year to year, thus ensuring a high quality experience for all of our pupils.

Assessment in Art and Design

Teachers assess children's work in art and design using formative and summative assessment methods. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and response into their teaching.

Pupils in the Foundation Stage are assessed through observations during self-chosen activities and during adult led activities. Pupils are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

At the end of each term art and design is assessed by the class teachers as on track, below or above age related standard. Children's results are collated to allow whole

cohort and individual progress to be monitored. Results are analysed by the subject leader to identify areas to focus teaching.

The art and design leader monitor the teaching and outcomes to ensure that the art and design elements and skills development is progressive and successfully built upon from year group to year group. The work produced is evidenced in an art book which is taken into the next year group so the teacher can reinforce prior learning.

Monitoring and Review

The quality of teaching and learning in design and technology is monitored and evaluated by the head teacher, senior leaders and the art and design team as part of the school's agreed cycle of monitoring. This cycle includes:

- planning scrutiny
- work scrutiny – process booklets, photographs of different stages of an art project and finished pieces
- lesson observations
- interviews with teachers
- discussion with pupils
- action planning to develop the art curriculum development and teaching and learning based on the outcomes of monitoring.

The high impact of our art and design curriculum is evident from the high quality work produced across all year groups. It shows a clear progression of the art and design elements and skills. Pupils leave Bowlee Park as ambitious, knowledgeable and resilient artists and designers, ready to succeed in the next stage of their education.

The Role of the Subject Leader/Art and Design Team

- Ensure teachers understand the requirements of the National Curriculum and teaching and learning is in line with this document.
- Prepare a subject action plan and meets regularly with the designated senior leader and the design and technology link governor to discuss progress and outcomes.
- Monitor and evaluate design and technology provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organise and lead CPD and joint professional development.
- Observe colleagues with a view to identifying the support they need.
- Attend appropriate CPD.
- Raise the profile of design and technology across the school

This policy will be reviewed at least every two years

Next review Date: March 2027