



Art & Design Policy

“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

Our Vision

At Uplands Manor School, we strongly believe that art plays an integral part in children's physical, cultural, social and aesthetic development.

Our aim is to teach art and design in a fun and creative way which ensures all children are engaged, inspired and challenged.

We aspire to encourage our students to develop and use their skills to create their own independent work, which reflects their own ideas and imagination. Pupils should feel free to make mistakes and be encouraged in a positive, caring environment to reach their full potential.

Introduction

At Uplands Primary School, we are committed to providing all children with quality learning opportunities to engage in every aspect of art and design. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

EYFS

Expressive arts and design is one of the seven areas of the early year's foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.

The other important area of learning used in the practice of art and design skills is Physical Development to develop gross and fine motor skills.

National Curriculum

Key stage 1 Pupils

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, shape 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.

- Key stage 2 Pupils 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.
- Pupils should be taught: 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.

Progression and Continuity

The school uses a variety of teaching and learning styles in art and design lessons.

- Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them.
- We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales
- Children also have the opportunity to use a wide range of materials and resources including other artists' work and educational visits
- We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child
- We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

Curriculum at Uplands

At Uplands Primary School we follow the KAPOW art scheme. The scheme has been designed as a 'spiral curriculum' so that pupils return to the same skills across their time at primary school, each time they revisit a skill it is covered in increasing complexity. Upon returning to a skill prior knowledge is utilised so pupils can build on prior learning. We are currently using the condensed 'original' scheme. The scheme is a nationally used scheme which fulfils the statutory requirements outlined in the National Curriculum (2014.) The scheme has identified five 'strands' which run throughout the scheme of work: making skills, generating ideas, teaching formal elements, the knowledge of artists and evaluating work.

Aims

The aims of Art and Design are:

- To enable all children to have access to a varied range of high quality art experiences. To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience.
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- To develop children's understanding of line, colour, form, texture, shape, shape, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To inspire confidence, value and pleasure in art.

- To cultivate children's aesthetic awareness and enable them to make informed judgements about art.
- To teach children to express their own ideas, feelings, thoughts and experiences.
- To develop children's design capability.
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. Children will have access to a wide range of materials to take part in construction work(3D), collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

Planning

The scheme maps out a clear progression of skills for Art and Design from Year 1 through to Year 6 and from September 2022 it includes the reception year. Coverage has been mapped out for each year group.

The plans demonstrate what skills children should be expected to learn and have links to an artist or craftsman. Artists have been chosen to reflect a broad spectrum of gender, age, ethnicity and a balance of historical and contemporary. Plans also detail what resources will be needed for each project. Website links and key vocabulary and questions are evident on all plans.

The whole school progression in skills map and the Knowledge and Skills organisers for each term are uploaded to the school website to share with parents and children and staff have access through the shared space on One drive. Planning and resources are kept in each individual year group folder on the One Drive shared area in Curriculum 2021-2022 under Art and Design Planning 2021-2022. Teachers have the freedom to adapt lessons for all learners and extend lessons when unfamiliar skills are introduced.

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Assessment for Learning

At Uplands Primary School assessment is an integral part of the teaching process. Assessment is used to:

- inform planning
- facilitate adaption of lessons

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Summative assessment occurs at the end of each term. We use the Kapow assessment tools to assess work. Because the Kapow scheme is new this year (2022-2023) we will be collecting examples of children's work this year to produce examples of ARE for each unit of work in each year group.

Formative assessment takes place during and after lessons, monitoring how children are coping with skills taught and whether consecutive lessons need to be adapted to support learners. Assessment takes the form of quizzes/Q&A sessions/partner talk/self-evaluation sheets based on skills and knowledge taught in units of work.

Because in art the learner's creative and individual response is valued, feedback should be supportive and open ended promoting an atmosphere in which learners feel enabled and confident yet responsive and open to supportive mentoring.

Monitoring

Each child has a sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Monitoring takes place through sampling children's work, teacher planning, lesson observations and pupil voice conversations.

We are working toward producing year group folders with examples of children's artwork for each unit of work covered. This will not only provide staff with examples of ARE work to aid assessment but in the future will be used as a guide for new staff or staff working in new year groups.

When work (such as 3d work) is not completed in sketchbooks photographs of final pieces of work will be printed out and stuck into sketchbooks.

Roles and Responsibilities

The subject is led by the art co-ordinator who is responsible for ensuring that each child at Uplands receives a broad and balanced curriculum in art and design. It is also the responsibility of the art co-ordinator to ensure that the children receive a quality arts education. The art co-ordinator will stay up to date with current teaching styles and educational trends to ensure the school is at the forefront of arts education. The art co-ordinator must ensure resources and equipment are readily available for staff to use. Monitoring and assessment is the responsibility of the art co-ordinator who will ensure curriculum coverage and skills progression. The art co-ordinator will also be available to offer advice and support to all members of staff who seek it. It is the teacher's responsibility to ensure that they are delivering an arts curriculum to the children in their care. They must ensure they plan exciting and inspiring art lessons and seek professional advice if needed. Teachers must also be willing to share examples of children's sketchbooks and ensure sketchbooks are used regularly. Furthermore, teachers must also ensure that they are setting the highest standard during art and design lessons and inspire children to be the best artists they can be.

Resources

There are a wide range of resources to support the teaching of art and design across the school. We are aiming this year to upgrade our art resources and monitoring closely any improvements that can be made.

All classes have access to basic art resources: paint, glue, scissors, paper and pencils, from a central store room in school and other specialist equipment and resources for taught schemes of work are kept in dedicated storage areas.

We are planning to develop art based educational visits and we will also be endeavouring to invite more art specialists into school to work with children to directly to enhance the arts experience that children have at Uplands.