

Heronsgate School Art and Design Policy September 2022

Review date: July 2023

“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.”

Art and Design National Curriculum

Vision and Aims for Pupils:

At Heronsgate School we aim that, when children leave in year 6, they will have had opportunities to:

- Learn about famous artists, designers, craft makers, architects
- Experiment, invent and create
- Think critically and creatively
- Be able to express themselves
- Broaden their cultural understanding
- Know the various disciplines of art
- Become confident in future professions and success in economy, to our culture
- Produce creative work, explore ideas and record experiences
- Generate and develop own ideas in a variety of ways

Curriculum Implementation:

It is our belief that both enjoyment and engagement should underpin all that the children do within their art lesson. Each year group – from Year 3 to Year 6 – will cover all of the key elements of the art curriculum, building on prior knowledge and skills as they progress through the school. By the time the children leave at the end of their time in KS”, the children will be confident at critiquing art, utilising their own skills and able to use key vocabulary to describe what they are doing and what they see. Where appropriate, the lessons will be linked to the Cornerstones project driver for each year group. By revisiting and building on key art skills, the children’s learning is meaningful and relevant. Work is collated in the children’s sketch books or other key areas.

Children will cover the 6 main areas of Art and Design across their time in KS2. Drawing, Painting and Sculpture will be covered by each year group. Collage Printing and Textiles will be covered once. We are privileged, at Heronsgate, to have a large kiln. Each year group has the opportunity to work with different types of clay, tools and methods clay to progress their skillset.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Drawing techniques Iron Man George Worsley Adamson		Poster Paint/Colour Wheel Kandinsky	Clay Coil pot Greek Influence	Paper Collage Megan Coyle collages
Year 4		Milk bottle modroc cows MK sculptures (and Peter Diem?)	Pencil sketching Hector Gonzalez Leonardo Da Vinci		Street Art (and Printing) Keith Haring/ Banksy	Ink and tile printing Andy Warhol
Year 5		Still Life Drawing, moving onto pastel techniques Paul Cezanne	IT based collage (Procreate?) Salvador Dali		Slab technique for clay pot Theme to be confirmed	Batik Theme to be confirmed
Year 6		Demonstrating texture in clay poppies Georgia o'Keeffe			Watercolours Natalie Graham	One point perspective Architecture

Curriculum Impact:

It is our belief that all children should be given the opportunity to reach their full potential and get the most out of their education. To achieve this we utilise a range of assessment tools to recognise their progression within art. Teacher’s use both summative and formative assessment to map children’s progress overtime. From this, teachers are able to highlight children as below, at or above year group expectations. Teachers will use this information to plan future lessons. Alongside assessment, information

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regarding strengths and areas of improvement are gathered through questionnaires and pupil voice activities. The art leader will monitor books and pupil engagement through monitoring (approx. termly).

Planning and Teaching:

- It is expected that a typical unit would start with the introduction of an artist/architect/designer.
- A **knowledge board** will help to direct staff and children through each unit, which will be added to their sketchbooks. This will include the key vocabulary that needs to be pushed throughout the unit.
- All work should be dated and have a brief L.O. or refer back to objectives on knowledge board.
- **All units need to have a version of the finished piece available at the beginning of the unit to inspire the children.**
- Every child will use a sketchbook to show progression of skills across the school.

Progression of the unit, whether it is being taught in a condensed version or over several weeks needs to include all of these elements.

1. Introduction of artist/architect/designer
2. Skills acquisition and practice
3. Research other skills and resources (annotating using key words)
4. Design
5. Create
6. Evaluate and Present (as a class gallery)

Role of the class teacher:

- To ensure children have access to varied resources and examples.
- Provide a safe and positive learning environment so that children can achieve in every setting, even if they feel they aren't creative.
- Creating a 'give everything a try' attitude with added confidence to approach art in secondary school and beyond.

Role of the subject leader:

- Ensure implementation of statutory requirements
- Provide CPD opportunities and support to those members of staff that find Art challenging.
- Monitoring of teaching and learning across school is imperative at termly intervals.

NB: Artist/Architect/Designer are given as examples. If a more appropriate/inspiring example is found, then this should be altered. Equally so, with any amendments to the Art curriculum, the current resources (Kiln/batik resources etc) should remain. We are lucky enough to have these resources and progression using these skills enrich the curriculum. The Progression of skills are vital, not how they are taught or what the outcome is, which means that there is scope for adaptation.

Homework and Parental Engagement:

Artistic and creative approaches are encouraged through half-termly projects, but not currently linked to Art topics.

Inclusion and SEND:

Art lessons and objectives should be accessible to all. Some Pupil Premium Funding will be used to buy-in at least 1 artist a year to work with PP children on a whole school project.

Resources and Displays:

All classes have access to the necessary art resources and an Art/DT room for messier work. Resources will be replenished by the Art Coordinator, who regularly checks with year groups on their needs.

Art work and sculptures should be displayed for a class gallery during the evaluation process and a year group display should also be made with both physical representations and photographs, which show the process as well as the end result.

General displays are organised separately from Art and the Art subject lead, but collaboration often occurs.

Monitoring:

Progress of all children is monitored through regular checks of sketch books and outcomes. Photographs of a selection of work should be stored in the Art Coordinator's folder for future reference and use during monitoring.

Cross curricular links:

Although some links are very clear, the Artist/Architect/Designer are more important and a link to other areas of the curriculum should not be forced.