



Whiston Willis Primary Academy

Art & Design Policy



Lead Responsibility	Emily Atkin		
Implementation date	September 2021	Review date	September 2022

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

Vision and Aims

Our high-quality, knowledge rich art and design curriculum is intended to engage, inspire and challenge all pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and design has been meticulously planned to allow for a progression of skills and along-side history and geography, where appropriate, in order to help our learners understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Our curriculum prepares our children for an ever changing world and fills them with aspirations for further education and vocations in art and design.

Art and design will take place on a two year rolling cycle with cycle A covering: drawing, colour and form. Cycle B will cover: drawing, digital media, textiles and architecture- to ensure curriculum coverage. Drawing and colour will be a constant skill revisited over both cycles however, they will be studied deeper in cycle A to give each child enough skills to make informed art and design choices during each cycle.

Throughout each unit across the curriculum and across all key stages, children are given the opportunity to build upon knowledge and skills through the study of carefully selected artists, designers and craft makers. This provides quality examples of skills and techniques for children to: observe, discuss, critique, experiment and gather inspiration towards a final piece at the end of each unit.

Our learners' art and design journey begins in EYFS, whereby children are given the opportunity to work spontaneously, purposefully and creatively on basic skills in mixed media, drawing, painting, 3D art and digital media. The artists- Matisse, Miro, Picasso, Warner, Hodgkin and Goldsworthy have been selected to engage and inspire pupils to strive towards excellence. EYFS staff provide and observe quality continuous provision with holistic and curiosity based approach based on the skills and artists chosen to give children the required knowledge and skills to progress into Ks1.

During cycle A, KS1 will be studying Lowry, Kandinsky and Rossiter. These artists and designers were selected as they provide the opportunity to build upon prior expressive arts and design knowledge and skills learned in EYFS such as: drawing, mark making opportunities, experimentation with a range of tools and materials and experimentation with primary colours. During cycle B, KS1 will study- Hayley Blackledge in photography unit as an introduction to using light painting, Laura Ashley in a textiles unit where the children will learn basic

stitches and printing techniques and Antoni Gaudi in a unit on architecture where they will explore colour, collage and create their own sculptures.

During Cycle A, LKS2 will study Henry Moore to further develop their knowledge and skills in drawing and to capture and develop emotion. They will delve deeper into the colour wheel through exploration of the artists: Van Gough and Frida Khalo. They will also begin to develop their evaluative skills and learn how to critique their own work and the work of others. During Cycle B, LKS2 will study: Various artists in a photography unit to enhance their compositional skills and using art to provoke meaning, Philip Treacy in a textiles unit to further develop their sewing and printing skills, Roman architecture in a unit on architecture to develop knowledge of historical architecture and create sculptures with clay.

During Cycle A, Upper KS2 will study Ben Mosley, Leonardo Da Vinci and Faith Ringgold. They will produce increasingly accurate drawings of people and buildings, show increasing accuracy in drawing, knowledge of colour and the effect of light on objects and people. They will make informed decisions based on prior knowledge of art and design skills and techniques and will be expected to show an increasing ability to evaluate and critique. During cycle B UKS2 will study: Slinkatchu in a photography unit to develop their knowledge of proportion, compare and contrast John Petrey & Heather Colins' work in a textiles unit to refine sewing skills and Zhaha Hadid.in a unit on architecture to develop understanding of a more fluid and modern architectural design process.

We understand our children have knowledge gaps and gaps in vocabulary therefore, we have decided to follow a knowledge rich curriculum. We create knowledge organisers as a starting point that are supported with workbooks and teacher guides. Learning is often repetitive using small stakes quizzes to support retention. Vocabulary is progressive across phases and we are incorporating 'The Oracy Framework' sentence stems to provide children with the ability to articulate their knowledge.

Planning and Delivery

At Whiston Willis, where possible, we utilise the expertise and knowledge of staff and our art & design subject lead. Our subject lead provides the following CPD and support for staff: teaching along-side staff, meets with key stages to discuss units before they are taught and provides an example sketchbook for staff to see high quality examples. A bespoke art & design curriculum has been developed by our art & design lead. Our art & design curriculum is designed to support teachers in ensuring high quality teaching takes place and ensures learning is progressive as children progress through the school.

Due to the structure of our school, our art & design curriculum is taught biennial (every two years) alongside design & technology. This ensures all children are provided with the same learning and enables our curriculum to be progressive. A detailed curriculum map is designed ensuring topics are progressive within and across phases.

As mentioned, our art & design curriculum is designed by our art & design leader, this includes all resources that support teaching and learning. Each unit, children use their sketchbook, children are expected to use this sketchbook to demonstrate the learning that has taken place within the unit. Their sketchbook is designed to be used throughout their journey at Whiston Willis and the children are encouraged to look back through their sketchbook to inform future learning decisions. Alongside an example sketchbook, teachers are provided with a power-point, a teacher guide and access to resources, this allows teachers to focus their time on delivery and knowledge rather than planning. In addition, this ensures knowledge and vocabulary is progressive.

Our art & design curriculum has also been designed to allow for additional studies in art and design such as: opportunities in our local area or significant events.

Assessing, Reporting and Recording

There are 6 statements for teachers to assess against for each child after a unit has been taught based on; knowledge of artist, specific art skills and use of sketchbook. Post it notes are used by teachers to evaluate children's work where they feel this is going to have an impact. Verbal feedback is also given throughout lessons in line with our marking and feedback policy.

Monitoring is important in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this includes book looks, lesson observations and teacher/pupil voice. Teachers are responsible for completing pupil assessments at the end of each unit.

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.