

CANTRELL PRIMARY AND NURSERY SCHOOL



Art and Design Policy

May 2024

Introduction

"The artist's world is limitless" – Paul Strand

We believe that delivering a high-quality Art and Design curriculum provides pupils with a unique way of observing and responding to the world. It plays a vital role in developing our pupils' understanding and appreciation of the world around them and how they may begin to shape it. The well-being of our pupils is of great importance and Art and Design acts as a tool to support the growth of their self-esteem and resilience and is an opportunity to enjoy themselves. It can also be used to explore who they are and their own thoughts and feelings. Our Art and Design curriculum aims to engage and inspire learners and encourage risk taking, creativity and self-expression. We equip our pupils with the skills and knowledge of a range of artistic disciplines so that they can apply these to their projects, where they learn to trust in their own ideas and processes. It is important for children to learn about, and be inspired by, a diverse selection of artists and designers from different cultures, backgrounds and periods in history. With exposure to the styles that each of these artists demonstrate, we can put emphasis on the fact that there is no one "right" way to create art. Art is limitless and our learners' imagination and creativity is limitless.

Intent

Our new Art and Design progression document sets out the skills and knowledge that we intend to teach our pupils. This document ensures the coverage of key objectives, as set out in the National Curriculum, and that prior learning is revisited and built upon. Pupils learn about the diverse roles and functions of Art, Craft and Design in contemporary life and in historical times and cultures. Pupils will gain an understanding, appreciation and enjoyment of this subject which will enrich their personal and public lives.

Our Art and Design curriculum is designed so that children will:

- Develop their skills and knowledge of drawing, painting, printing, sculpture, textiles, collage and digital art in a systematic way, as per our progression map.
- Gain proficiency in using a variety of different tools, materials and techniques.
- Be supported in finding their own voice. They will be able to express and explore their own thoughts, feelings and ideas.

- Gain confidence in their own ideas, creativity and abilities in all aspects of their life due to the encouragement, freedom and opportunities afforded to them during Art and Design.
- Become aware of, and develop an appreciation of, the work of great artists from different cultures and time periods.
- Use the language of art to discuss and analyse the creative works of themselves and others.

Implementation

Our Art and Design overview document (see below) ensures that it is clear which art forms are taught in each year group and at what point in the year.

	Autumn	Spring	Summer
Year 1	Painting – Colour mixing <small>(Piet Mondrian & Damien Hirst)</small> Collage – Colour, shape and pattern <small>(Alma Thomas)</small> Sculpture – Natural Objects <small>(Andy Goldsworthy)</small>	Drawing – People, Lines, Shape and Form <small>(Keith Haring)</small> Printing – Marbling and plasticine stamps <small>(Catherin Machin)</small>	Textiles – Weaving <small>(Abdoupleh Konate and Kente cloth)</small> Sculpture – Papier Mache Pirate Boat
Year 2	Drawing/Digital Media – Dinosaur Silhouettes and Animations <small>(Kara Walker & Lottie Reiniger)</small> Collage – Landscapes <small>(Erin Handson)</small>	Painting and Drawing – Starry Night <small>(Vincent Van Gogh)</small> Sculpture – Clay Nests	Drawing – People <small>(Quentin Blake)</small>
Year 3	Drawing – Egyptian Pharaoh and Self - Portraits <small>(Andy Warhol & Lynette Yeadom)</small>	Sculpture - clay <small>(Sir Anthony Gormley OBE)</small>	Painting – Water Colour <small>(Winslow Homer, David Miller & Marcia Boldwin)</small>
Year 4	Observational Sketching/Drawing – Still Life <small>(Adonna Khare)</small> Collage – Roman Mosaics <small>(Blaine Goodwin)</small>	Textiles & Printing – Mayan Patterns <small>(Juan Sisay)</small> Sculpture – Hieroglyphs and Mayan Gods on clay tiles	Watercolour Painting – Water Lilies <small>(Claude Monet)</small> Animation unit <small>(Disney, Pixar)</small>
Year 5	Sketching – WW1 Equine Sketching <small>(George Stubbs)</small>	Textiles – Batik <small>(Wendy Evans)</small>	Painting with Acrylics – Rainforests <small>(Francesco Squaricone, John Dyer and Nixiwaka Yawanawa)</small> Sculpture – Stone Age Britain figures from Wolf Brother
Year 6	Observational Drawings of Birds – Mina's Sketchbook <small>(Leonardo Da Vinci)</small> Sculpture – Mina's Clay Owls <small>(Niharika Rajput)</small>		Painting – The Great Wave off Kanagawa <small>(Katsushika Hokusai)</small> Textiles – Koi Nobori

Throughout their time at Cantrell, pupils will develop their proficiency in drawing, painting, printing, collage, sculpture, textiles and digit art. Skills and knowledge are revisited, extended and consolidated as pupils progress through school. Additionally, pupils will be taught sketchbook skills so that they can effectively experiment, record

and evaluate, to develop their own ideas and improve upon their work. During lessons, pupils will be taught to use key vocabulary for the different elements of Art and Design (colour, line, shape, texture, space, form and pattern). Where appropriate, meaningful links between Art and Design and the wider curriculum will be made to deepen understanding, but Art and Design is to be taught as a discreet subject. Art will be taught in every year group, at least once every term.

Each Art and Design lesson begins with a revisit of previously taught knowledge, from previous years and units, in order to promote the shift of previous learning to pupils' long-term memory.

EYFS

Expressive Arts and Design begins in our Early Years setting through a mixture of child led and adult led activities. The language of art is modelled and encouraged by teaching staff and pupils' interests are built upon which fosters their natural imagination. Spaces are set up with a variety of materials for the children to explore and be creatively free. Pupils are supported in beginning to plan their creations and select the materials and tools that they will need. Pupil voice within Art and Design begins in our Early Years setting as they are encouraged to share and talk about their ideas, opinions and creations.

Adaptive Teaching

All children at Cantrell have access to high quality Art and Design experiences. As with all areas of the curriculum, it is the responsibility of the class teacher to understand the needs of their pupils and how we can ensure that all pupils can access art. There is no 'one size fits all' and with a creative subject such Art and Design that is so open to interpretation, it may be that no adaptations are needed as each child's outcome is expected to be different. There is no one right way to be creative. However, some adaptations may still be needed during Art and Design lessons.

Some examples being:

- Some children may need physical adaptations such as a bigger space or scale to work with or adapted equipment (e.g. wider paintbrush or pencil to increase the pupil's level of control or a polystyrene ball on the end of a paintbrush for pupils with limited movement).

- Some pupils may need adaptations due to sensory needs. Clay, for example, can be a challenge for some pupils and so gloves may be offered or an alternative material may be offered, such as plasticine.
- Visual word banks may be used to support children’s understanding of key vocabulary.
- For pupils that find writing challenging, they may prefer to type their notes for their sketchbooks. When creating an artist study in their sketchbooks, it may be that instead of writing facts about them, they could be given facts on their table to choose from that they can cut and stick and shape to present in their own way on their page.
- Some pupils may benefit from working with peers.
- Providing a starting point, template or stencil initially can support pupils, that find Art and Design challenging, to find their feet before having the confidence to create completely independently.

All pupils’ creative achievements will be celebrated and opportunity to have their work proudly displayed.

Assessment

All work will be recorded in sketchbooks, which should not become a book of “perfect” pieces of art. Instead, it is a space for children to explore, practice and evaluate without fear of getting it “wrong”. Sketchbooks are a working document, intended to be a safe space for the pupils to be creative and use their imagination. Therefore, we are not to do any written marking in them. Verbal feedback will be given in the moment to challenge and support pupils in their learning. If final pieces cannot be directly completed in sketchbooks, e.g. 3D art, then a photograph of the piece should be stuck into it. The purpose of this is to ensure that children still have the opportunity to record their thoughts, feelings and reflections about their final piece which may inform some of their creative choices during the next Art and Design unit.

A creative subject such as Art and Design can be subjective, as our interpretations are influenced by our own personal feelings and opinions. Each child should produce an individual piece of art at the end of the Art and Design unit. Although there will be certain substantive and disciplinary knowledge that we intend for pupils to remember

and apply, final pieces will not be constrained by a specific set of success criteria. Our expectation is that no child's work will be the same as another's. Therefore, our pupil's final pieces can be used in some way to assess our pupils, however, discussions, observations and analysis during the whole process are vital if we are to assess the progress of our pupil's skills, application and retention of substantive and disciplinary knowledge in Art and Design. At the end of each unit, class teachers will be responsible for completing a whole class assessment sheet that will be used to inform future planning. A copy of this will be shared with the subject leader.

Spiritual, Moral, Social and Cultural (SMSC)

Spiritual – Pupils are encouraged to explore their own spirituality in Art and Design through independent thinking and expressions of their emotions through their own work and the work of others. They are given opportunities to contemplate and understand their own interpretations of pieces. Pupils are motivated by the work of great artists and can see what they have offered the world of art and what they can then offer themselves.

Moral – Pupil's work is celebrated and children are encouraged to be kind and respectful when discussing the work of others. They are taught about the impact that their words and actions can have. Their words have the power to support and build confidence or they can tear down the self-esteem of others. Art and Design lends itself to opening up about challenging moral discussions with pupils as art can often portray a deeper message. We can also use our Art and Design curriculum to discuss the lives and challenges that famous artists have faced, for example, Year 1 study and celebrate the work of Alma Thomas during Black History Month which opens up an age-appropriate discussion about black history.

Social – During Art and Design lessons, pupils are often encouraged to communicate effectively with one another and work collaboratively. Artists are invited into school to work with our children which provides our children with different people to collaborate with and be inspired by. Every year, our school comes together to celebrate The Arts at Cantrell, including families, with a carnival. Children create harmony through working together and we then celebrate together.

Cultural – Our diverse selection of artists studied, ensures that pupils are given plenty of opportunity to appreciate and develop a respect for different cultures and civilisations and can draw inspiration from them when creating their own pieces. Often, Art and

Design units are linked to the wider curriculum and so act as a tool to deepen the pupil's understanding of the people that they are studying. Enrichment through art can open up the world to our pupils and therefore, help them to become a more cultured, well-rounded member of society.

British Values

Democracy – In Art and Design we encourage pupils to consider the views and values of others when analysing pieces of art. When working collaboratively on projects, pupils hold discussions to ensure that every member of the group is heard and their ideas are taken into consideration.

Rules of Law – As per our school rules, pupils are responsible for their own behaviour and choices. They follow the rules of the classroom, during Art and Design lessons, in order to create in a safe, respectful environment.

Individual Liberty – Art and Design is a very freeing subject as it allows the pupils to take risks and make their own creative decisions, this could be practical decisions such as choice of tools or techniques used or it could be aesthetic choices such as colour, pattern, line, shape, space, form and texture.

Mutual Respect and Tolerance – Children are encouraged and taught how to discuss and critique the works of others in a respectful and constructive manner. They also practice kindness when listening to others express different views and opinions to themselves. The diverse range of artists that pupils at Cantrell study means that they begin to appreciate and draw inspiration from other artists that may be different in many ways to themselves.

Resources

General tools and materials are available in each classroom and each member of staff is responsible for ordering their own supplies. Some resources are stored in the Art and Design cupboards, near the first aid room.

Health and Safety

Children are taught to use items of protective clothing as appropriate and to develop safe and tidy work practices. Children will observe their teacher modelling these safe practices.