

## OWL's Academy Trust

### Langmoor Policy for Art & Design

Art and Design stimulates creativity and imagination and offers pupils a unique and enjoyable means of responding to their world. Art activities teach children how to use the visual and tactile qualities of materials and processes to express their ideas and feelings whilst developing observational, organisational and practical skills. Through their involvement in art, pupils begin to see that they have the power to shape and improve their own environment. Exploring the work of artists from their own and other cultures develops critical awareness and an appreciation of the role the visual arts play in enriching all our lives.

At Langmoor Primary we follow the AccessArt Split Curriculum as it reflects our ethos and values in the art curriculum.

**The core aim of using this scheme is to enable creativity, we place an emphasis on encouraging exploratory journeys, working towards varied and individual outcomes.**

#### Aims

The aims of the AccessArt curriculum that we follow at Langmoor are:

- Every child is entitled to develop their critical and creative thinking skills, and to build their knowledge and understanding of materials and techniques, developing their experience of how they can make a creative response to a variety of stimulus, and our role as teachers is to facilitate this journey.
- Art teaching should be aspirational yet accessible. You do not have to be "good at art" to be a great artist - you only need to be willing to explore, be curious, open-minded, and reflective.
- Our offering to pupils should be broad and rich, contemporary and diverse. We keep our understanding of all discipline areas (drawing, painting, printmaking, sculpture etc) as open as possible and ensure that we keep art as inclusive and accessible to every child.
- To build skills and knowledge through a combination of opportunities for repeated practice and new projects. Art is subjective and experiential - and there are many types of "knowledge" all of which are best understood when the knowledge is embedded in experience.
- We cannot and should not apply the same metrics to art as to other subjects. Art is a unique subject to teach/facilitate and we embrace that fact.
- To encourage pupils as they grow, to feel entitled to express and better understand themselves (and the world in which they live) through making and talking about art. Through this creative entitlement we help nurture citizens who feel empowered to help shape community and society for the better.

#### Teaching and learning

We focus on two main areas when teaching art: Knowledge and skills. Knowledge is the "what I know" where children learn about artists, inspiration, movements and ideas. Here we also encourage children to "think like an artist" by posing questions that may challenge their way of thinking about art or a particular piece of art.

- Art is creative - How has the artist been creative here?
- Art is emotional - What emotion do you feel/what emotion do you think the artist wanted us to feel?

- Art is challenging - Is this art? Could anybody do this?
- Art is important - Why do you think this work is important? What is being said?

This is verbal in KS1 where teachers share this language and model vocabulary to the children. KS2 use these prompts as starters for lessons to get children 'thinking like an artist' and challenging their own ideas of art.

Skills are the "how I do it" and allow children to work practically. Through AccessArt we offer children many opportunities for 'overlearning' skills. Children will spend lots of time working on their skills, adapting them and applying them to new topics. Children do not learn a new skill simply by doing it once and so we make sure that skills are constantly being applied and reapplied throughout all art lessons.

## **EYFS**

The main aims of Art and Design teaching in the foundation stage are:

- To introduce pupils to a wide range of media and techniques.
- To demonstrate safe and effective use of media and tools.
- To encourage pupils to experiment with media and techniques.
- To develop visual and aesthetic awareness. Pupils develop their creativity in response to a wide range of stimuli including stories, music, poetry and the work of established artists.

In addition to more structured art and design activities, the children have free access to art materials and are encouraged to use them to express and develop ideas. Pupils are encouraged to say what they think and feel about their own work and begin to make judgements about the work of other artists.

## **Sketchbooks**

All children from KS1 and KS2 use cartridge paper sketchbooks. Teachers encourage the children to decorate the covers in any way they like as a way of encouraging self-expression and ownership of their work. Children take great pride in this and will continue to add to their books throughout the year.

The sketchbook is seen as a working document that children use to explore knowledge and skills within their art sessions. We do not make corrections to childrens' art but do provide verbal feedback and have open discussions throughout the lesson about artistic choices and decisions the children have made. Much in the same way as an artist would.

## **Mark making boxes**

Each class is equipped with 15 'mark making boxes' for children to share 1 between 2. These contain a variety of mark making tools for children to explore including: charcoal, graphite, pastel (oil/chalk), ink pen, soft pencils, wax crayons, rubbers etc. The contents of the boxes change slightly between KS1 and KS2 (KS2 have brittle willow charcoal where as KS1 have compacted charcoal or graphite sticks) allowing a certain level of differentiation and progression throughout the year groups.

Children know that they are safe to explore with these boxes and do not need to be "neat" or "tidy" with the marks they make. So these boxes are used as an "invitation" to mark make, allowing children creative freedom to explore their own ideas and skills.

## **KS1**

In Key Stage 1 pupils continue to experiment with different materials and processes. They explore their visual, tactile and sensory qualities and begin to develop control of tools and media.

Pupils will:

- Use observation, experience and imagination as starting points for their work.
- Investigate the possibilities of a range of materials, processes, tools and techniques and use them to make images and artefacts.

- Work on projects in two and three dimensions and on different scales.
- Work individually and collaboratively on projects.
- Say what they think and feel about their work & identify changes they could make in order to improve it.
- Learn about the main visual and tactile elements used by artists.
- Identify similarities and differences in the work of artists, craftspeople and designers from different times and cultures.

## **KS2**

In Key Stage 2 pupils will build on their skills and improve their control of tools and materials through more complex activities. They will develop their critical awareness of the role of artists and designers in different cultures. Pupils will use their knowledge of visual and tactile elements and materials to communicate what they think, feel and see. They will develop the confidence to pursue their own ideas and to overcome difficulties.

Pupils will:

- Use a wider range of starting points for their work including music and drama as stimuli
- Work on projects in two and three dimensions and on different scales.
- Work individually and collaboratively on projects.
- Investigate and combine the visual and tactile qualities of materials and processes matching them to the purpose of their work.
- Compare ideas, methods and approaches in their own and others' work. They will use the knowledge gained to adapt and improve their own work.
- Increase their knowledge of other artists, craftspeople and designers by learning about the role and purpose of their work in relation to their culture.
- Give and receive feedback and make adaptations to their work accordingly.

## **Our expectations in Art and Design (end points)**

Year 1 - Having studied Art in Year 1, I will know how to observe an object and draw it, and how to make choices about colours to use. I will know that artists are inspired by different things. I will know how to use different materials.

Year 2 - Having studied Art in Year 2, I will know how to combine different drawing media. I will know how to use my sketchbook to experiment with my ideas. I know that I can share my work and experiments. I will know how to use materials to transform my work.

Year 3 - Having studied Art in Year 3, I will know how to use my sketchbook to explore my response to various stimuli. I will know how to share my work and my feedback. I will know how to take a photograph effectively. I will know how to talk about artwork in an informal way and how it makes me feel.

Year 4 - Having studied Art in Year 4, I will know how to use a sketchbook to respond to and record new ideas. I will know how to compare the work of others. I will know that some drawings are inspired by 'rules' and others do not have a predefined outcome. I will know how to make something that others can respond to. I will know how to collect and collate ideas about how work is displayed.

Year 5 - Having studied Art in Year 5, I will know how to respond to a creative challenge or stimulus effectively. I know how to use my sketchbook with a clear focus, and how to present ideas and visions to others. I know how to photograph 3D work considering presentation, lighting, focus and composition.

Year 6 - Having studied Art in Year 6, I will know how to draw using pen and pencil having been inspired by specific objects. I will know how to use sketchbooks for referencing, collecting, testing ideas and reflecting. I will know how to make marks stronger and more effective. I will know how to use my sketchbook to respond to a brief and make adaptations.

## **Art and Design curriculum planning**

We follow the AccessArt 4-11 split primary curriculum. Through staff meetings and discussions staff have then worked with the subject lead to select the most appropriate topics from within this curriculum to teach. A long term plan has then been developed and is available on the website.

Medium term plans for the chosen topics are laid out on the AccessArt art website and teachers are responsible for adapting and developing the provided short term plans to suit the needs of their individual classes. This is then overseen and monitored by the Art and Design subject lead during monitoring times and ongoing staff discussions.

### **Assessment and recording**

All children (KS1 & KS2) have their own A4 and cartridge paper sketchbooks that they use in each session. The art co-ordinator collects a range of exemplar materials demonstrating a range of abilities from each year group and regularly checks during book looks and learning walks.

Teachers make formative assessments throughout the year based on pupil discussions, engagement, uptake of skills, creative process and verbal feedback. At the end of each term teachers make a formal judgement and record this on an assessment sheet that shows progress throughout the year.

We do not "mark" in sketchbooks or make critical judgements of children's artist work as this goes against the AccessArt ethos of nurturing artistic confidence and expression. Art itself is a subjective and personal subject and marking on top of children's work does not provide any benefit to this process. Teachers instead offer verbal feedback and have ongoing discussions with children, challenging ideas, nurturing new concepts and guiding further exploration.

A progression of skills and knowledge sheet is available on the website and it maps out how knowledge and skills are built upon during each year at Langmoor.

### **Monitoring and review**

The monitoring of the standard of pupil's work and of the quality of teaching in Art and Design is the responsibility of the Art Co-ordinator. The other responsibilities of the subject leader in art and design are as follows:

- To review the policy and scheme of work for Art and Design on a regular basis.
- To monitor teaching and learning to ensure that there is continuity and progression throughout the school.
- To check that procedures for assessing, recording and reporting are being followed.
- To support staff in the delivery of the art curriculum and organise relevant training.
- To order and manage resources and advise on health and safety issues.
- To co-ordinate and monitor display throughout the school.
- To liaise with staff and governors to keep them informed of developments within the subject.
- To attend relevant training courses.

### **Health and safety**

All tools and practical equipment should be kept in good condition and stored safely. Any potentially hazardous tools and materials are stored in an area that is inaccessible to pupils and they are only used with adult supervision. Children will receive regular instruction in the safe use and handling of tools and materials. The subject leader is responsible for checking the condition of materials and keeping staff informed of any changes to the health and safety regulations that are relevant to Art and Design.

### **Resources**

Each classroom has a range of basic resources for use in Art and Design. At the beginning of each year, classes were provided with a 'construction box' filled with a variety of resources appropriate to the units studied in that class. In addition to this, each class has 15 'Mark making' boxes to be shared one between two during lesson

time. More specialised equipment is kept in the art cupboards and in the DT store. Textile resources are stored in the ICT suite. Although the budget for resources is limited we provide a good range of art materials and introduce children to new products whenever possible. We regularly accept donations from parents for card, newspaper and magazines to support are collage-making and modelling work.

Sophie Nelson Art Co-ordinator

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