



Art Teaching and Learning Policy

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Art Teaching and Learning Policy

Vision

At Howard Park Community School, we aspire to create a safe and secure art and design environment which engages with pupils' imagination and values originality and expression. We endeavour to provide a broad-based experiential curriculum that gives pupils opportunities to gain experience working with a variety of materials and mediums. We want to teach children that art is diverse and that each child can be successful in a variety of ways. We aim to provide a stimulating and challenging curriculum that is relevant to our environment and promotes a deeper understanding of diversity and culture. We encourage children to celebrate and explore feelings and ideas expressed by others pupils and by the artists, designers and crafts people that are studied. We believe that teaching and learning takes place most effectively in an environment that is non-judgmental and is sensitive to personal feelings, values and attitudes.

Introduction

Art, craft and design is a practical and creative subject. Through their active participation, pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures.

Art, craft and design is a subject that gives pupils the opportunity to express ideas attitudes and values. It is a means of communication that plays a significant role in our lives and which pupils will have used from a very early age. It develops and encourages critical and creative thinking. As such, it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts.

Aims

We aim to ensure that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.

- Will be given equal access to the experience of the art regardless of the gender, race or ability.
- Produce creative work, exploring their ideas and recording their experiences.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Develop an understanding of the role of the arts in society, including as a career.

Objectives

In their own work, children should be able to:

- Show development in their ability to create.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability to analyse and record the world around them.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record the process of their artistic journey in their own sketchbooks.
- Recognise their success as well as the areas for development and evaluate and discuss the outcome of their own work.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression of their world.
- Learn about careers in art and design.

National Curriculum Purpose of Study

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 Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- **Matters:** the knowledge needed to develop increasing familiarity with different media, to develop skills and the learning essential to inform creative actions through the study of creative practitioners, other cultures and times
- **Skills:** the improvement and progression in the execution and control of specific skills.
- **Processes:** the experience and understanding gained through teaching and active participation in specific creative processes, design, sequences of creative action and techniques

Skills Progression

At Howard Park, we believe that all children, no matter their age, should have access to a range of materials and opportunity to engage with different artistic processes. We do not believe that the creative process is a linear one and therefore neither is progression. We advocate giving as much access to a wide variety of materials, processes and ideas as soon as possible to all children and not halt a child's progress by setting age-related limitations with regards to handling certain materials or engaging in set processes.

At Howard Park, we follow the 'Generating ideas, Making, Knowledge, Evaluation' approach to teaching Art, which is supported by NSEAD (The National Society for Education in Art and Design). Teachers plan for progression and assess completed units of work based on the end of year progress objectives outlined in "The Framework for Progression, Planning for Learning, Assessment, Recording and Reporting" (document published by NSEAD in 2014). These four objectives directly relate to the aims of NC define and are the conceptual framework which

underpins all teaching and learning in the subject. Please refer to Appendix 1 for the progression grids.

The NSEAD's attainment targets have been broken down further in the "Primary Art, Craft and Design" document by Paul Carney. This offers teachers more detailed progression targets that sequence year on year that they can incorporate in their planning of the curriculum. In addition, it also covers knowledge as defined by Bloom's four revised taxonomy knowledge domains: procedural, factual, conceptual and metacognition.

Assessment

In order to ensure continuity and consistency across the planning, teaching and assessment of our art curriculum, teachers assess pupils' work against the four progress objectives:

1. Generating Ideas: The skills of designing and developing ideas
2. Making: The skills of making art, craft and design
3. Evaluating: The skills of judgement and evaluation
4. Knowledge: Knowledge of technical processes, artists and cultural context

Pupils' learning is recorded in sketchbooks across the school and should typically evidence all four stages (Generating Ideas, Making, Knowledge and Evaluation). We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use to document their unique learning journey and develop their independence.

Teachers also assess children's knowledge, understanding and skills by making observations during lessons. Feedback given to children is verbal or in the form of post-it notes in their sketchbook so that their art is not marked in the process. Children are also encouraged to be critical of their own and others' work, highlighting possible next steps and areas for progression. We strive to develop a culture of non-judgmental discussion in the classroom. Learning conversations at the end of each unit can be used to appraise the success of the learning objective. Assessment is ultimately advice and guidance for improvement and individual progression.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources. Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. If necessary, a risk assessment is completed using the school's proformas.

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning, we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, equipment and resources, the staff and time to contribute to the whole class and group work.

Differentiation

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Appendix 1 – Progression of Skills

Early Years and Key Stage 1

	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> work purposefully responding to colours, shapes, materials etc. create simple representations of people and other things 	<ol style="list-style-type: none"> recognise that ideas can be expressed in art work experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> 	<ol style="list-style-type: none"> try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and materials 	<ol style="list-style-type: none"> try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> recognise and describe key features of their own and others' work 	<ol style="list-style-type: none"> Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. how to explain what they are doing 	<ol style="list-style-type: none"> how to recognise and describe some simple characteristics of different kinds of art, craft and design the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ol style="list-style-type: none"> that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>

Note: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that 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 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 Years 3 and 4

	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> 1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc. 	

Key Stage 2 Years 3 and 4

	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> is about researching and developing ideas is the sketchbook thread, recording and experimenting is about exploring and developing skills and techniques is about applying and using technical skills and acquiring mastery is about making judgements is about the knowledge of art, cultural context etc. is about the knowledge of media, processes, techniques etc. 	

KS2 Years 5 and 6

	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ol style="list-style-type: none"> how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Note: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In 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.