



BRETHERTON ENDOWED CE PRIMARY SCHOOL Art & Design Policy

“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”

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This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Teaching Art & Design at Bretherton

At Bretherton Endowed Primary School we aim to create a supportive and caring environment, in which the children develop self-confidence and independence in their artistic creativity and express themselves freely. Art, craft and design stimulates imagination and communication. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils at Bretherton use colour, form, texture, pattern and through different materials can communicate what they see, feel and think. Through a wide variety of art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore the ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Pupils experience how the understanding, appreciation and enjoyment of the visual arts has the power to enrich our personal and public lives. We achieve a School-wide excitement for art exploration through innovative displays and artist focus. Bretherton Endowed has a dedicated Arts Council made up of pupils with a particular interest in the arts and a desire to see enhancement for all pupils. The Council meet regularly to organise and take part in enrichment opportunities and promote those experiences throughout school.

Intent

At Bretherton Endowed Primary School we provide opportunities to both appreciate and enjoy the visual arts. Art and Design stimulates pupils’ imagination and creativity. We enjoy involving children in a range of visual, tactile and sensory experiences. We promote careful observation and an appreciation of the world around us through artistic expression. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. Our intent is that children will leave primary school knowing about key individuals, from a variety of backgrounds, who have influenced art and society. From leading artists, sculptors, photographers and designers, children can see how their knowledge and skills can lead to careers in the arts. Bretherton School provides pupils with a tailor-made Arts Curriculum that includes a large breadth of artists and techniques to explore. It allows for a freedom of creative expression and the ability to tie our lessons to the ever-changing cultural movements that art represents.

The Aims of teaching Art and Design at Bretherton Endowed school are;

During the EYFS, we aim for pupils to:

- Develop their creativity and imagination by having time to explore and experiment with ideas and a wide range of media and materials.
- Learn to manipulate and fasten materials in a variety of ways and to construct with a purpose in mind.
- Feel secure to try new experiences and feel confident to express creative ideas with all of their senses.

During Key Stage 1, we aim for pupils to:

- Start their own sketchbook to enhance line drawings, mark making and exploration of mixed media.
- Develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes.
- Learn about the role of artists, craftspeople and designers from different times and cultures for comparing differences and similarities.
- Begin to understand colour, shape, space, pattern and texture and use them to develop their ideas – try things out and change their mind.
- Experiment with a range of drawing media and explore ideas from first-hand observations.
- Use a simple computer graphics package to create images and effects.
- Review what they and others have done and say what they think and feel about it.

During Key Stage 2, we aim for pupils to:

- Further develop their sketchbook use by regularly sketching with more detailed line and form. Collect and record visual information in sketchbooks, annotating where appropriate.
 - Use their developing creativity and imagination to question and make thoughtful observations about starting points and original ideas in their work.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Build on their skills and improve their control of materials, tools and techniques.
- Compare ideas, methods and approaches in their own and others' work and say what they feel about them. Adapt their work and describe how they might develop it further.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Experiment with ways in which surface detail can be added to drawings.
- Draw for a sustained period of time at an appropriate level.
- Record, collect and present visual information using digital cameras and video recorders. Use a computer graphics package to create images and effects.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to, and different from, their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning

opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. As much provision as possible is made for pupils with Special Educational Needs to aid their equal participation in art activities and development in all the skills and elements. This includes children who may be gifted, talented and able in art and children who have a greater need to strengthen fine and gross motor skills. Activities are matched to each individual's needs. Art and Design also provides excellent opportunities to enhance the learning of more able pupils through exploration, analysis of art forms and effective learning. These children are often selected as members of the Arts Council to assist in designing appropriate enrichment opportunities for the school throughout the year and to be challenged in their own application. They take ownership of maintaining a portfolio of excellent pupil artwork, added to as the school year progresses, and choosing exemplars of other pupil's work for display and celebration.

How we do this?

Our learning and understanding of the arts begins in EYFS, creating a foundation of mark-making and individual expression that is celebrated through our varied continuous provision.

“Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.” EYFS Framework 2014

At Bretherton Endowed we ensure that EYFS children's learning and development in art and design is enhanced as they regularly sing songs, make music and dance, and experiment with different ways of doing these activities. As they develop they will use and explore a variety of materials, experimenting with colour, design, texture, shape, and form. The learning in early years forms a firm foundation for the skills and knowledge that is to come in the KS1 and KS2 curriculum.

The Art and Design curriculum at Bretherton Endowed Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills that should be taught in each Key Stage. Bretherton Endowed teachers plan lessons for their class using our tailor-made curriculum and progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. Teachers can adapt and develop these plans to ensure their art and design lessons are suitable to their class's interests and what they want them to learn. Teachers may follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's professional judgement. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. At Bretherton Endowed Primary School we also provide a variety of opportunities for Art and Design learning both inside and outside the classroom. Each cycle we hold an 'Arts Week' where the subject leader plans fun, engaging whole-school activities linked to Art and Design for the children to complete. These activities are guided by the children's interests in particular topics or a current theme. We inspire our pupils with visits from real artists so they gain experience working alongside crafts people. The art enrichment week also offers an

opportunity for parents to engage with the school and join in with their children's learning. We also provide a number of enriching opportunities for pupils with specialist visitors from the theatre arts. We aim to ensure that art supports children's knowledge of annual festivals throughout the year, including imagery and celebrations from around the world in RE.

Impact

Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school, utilising cross-curricular links. We encourage regular sketching and recording in sketchbooks and reflection on that work as the year continues. Our sketchbooks are used to show individual expression and allow for reflection and evaluation. Our Art and Design curriculum provides pupils with a range of artists to review and discuss. It is planned to demonstrate progression from EYFS to Year 6. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work. Standards in art across the school are monitored through lesson observations, discussions with class teachers and other Subject Leaders, the regular review of sketchbooks and celebration of art topics with displays. The Art and Design portfolio of work document provides an extensive range of examples of children's work for teachers to gain ideas and allow for the understanding of progress in levels of ability. We have detailed exemplars of work through our two-year cycle to demonstrate the standard of good work for each topic. Standards are also monitored through the school's active involvement in external events, such as events in liaison with other local schools. We work closely with our feeder High Schools in order for subject leaders to ensure that our children are high school ready in skills and knowledge so they progress well and hold in positive regard the subject in further education.

We also measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Arts Council review and feedback on impact of work on pupils.
- Images and videos of the children's practical learning recorded through Blogs and teacher discussion.
- Interviewing the pupils about their learning (pupil voice) and engaging parents in the learning journey.
- Moderation staff meetings where pupil work is reviewed and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum

Spiritual, moral, social and cultural development and British Values

Social - Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively, requiring co-operation and communication linking to the values of trust, compassion and service. There are also social aspects in Art from visiting various places such as art galleries, theatres and music venues. Enrichment enables children from different year groups to work together in art, mark-making, sewing and craft groups. Older and more able children are able to help others and in doing so gain mastery of the subject through teaching skills themselves.

Moral - The Art Policy has clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief is as important as detailing praise. Displays around the school and in classrooms show a variety of different art work from age groups and abilities. This work is often chosen by Arts Council pupils for the celebration of others. This promotes children's positivity about their work and increases self esteem.

Spiritual - In art the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance. For example– children are invited to view other pupil's art work at a whole school Art Gallery during Arts Week.

Cultural - All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own. They recognise how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work through that deeper understanding of the culture. All key stages ensure that Art is often taught as part of a topic and alongside other subjects to gain a greater understanding of different cultures. At Bretherton we pride ourselves on our exploration of other cultures through our Art Curriculum.

Equality Statement

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.