

Art and Design Policy

Intent

At The Willows we ensure pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a range of media and diverse artists. We have an abundance of learning resources; and active play-based learning equipment. This, paired with high quality in the moment teaching and creativity, allows our pupils to fully explore their own creativity.

We strive to provide art opportunities to challenge and inspire children of all abilities. Artwork from across school is exhibited in The Willows Gallery and kept in sketchbooks to infuse a sense of achievement and pride in their artwork. Carers are encouraged to come and view their child's accomplishments particularly during Parents' Consultations and class showcases. We also offer a mix of Art and Craft clubs for Key Stage One and Two pupils throughout the year. We have Arts Ambassadors taken from our Key Stage Two classes who support Art and Design at The Willows.

Our children become creative artists by making sure they meet the National Curriculum expectations, to:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- use techniques in combination such as textiles and collage;
- evaluate and analyse creative works using the language of art, craft and design;
- to know about a variety of artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Teaching and learning follows our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to

understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our Art & Design key concepts, long term overview and EYFS expressive arts and creativity documents show how knowledge progresses from Nursery through to Y6.

Implementation



Connect



Explain



Example



Attempt



Apply



Challenge

All teachers provide inclusive, quality first teaching in art & design by planning and delivering engaging and effective teaching and learning for their class. At The Willows, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment.

Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in lesson presentations. Teachers use their own sketchbooks to model techniques and support pupils in the creative process.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as resources and adult support. Challenges can vary depending on the technique being studied.







Techniques include:

- Developing ideas
- Taking inspiration from artists, craftspeople and designers

Master techniques of:

- Drawing
- Painting
- Collage

- Sculpture 3-D
- Printing
- Textiles
- Digital Media

Drawing	Painting	Printmaking	Textiles	Collage	3-D
					

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Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Expressive Arts and Design is one of the seven areas of learning and development in the Early Years curriculum. The educational programme is as follows:

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(Statutory Framework 2024)

Children are provided with an array of learning opportunities which are progressive and link to the expectations outlined in the 'Development Matters' document. Reception teachers and practitioners will also utilise the early learning goals which summarise the knowledge, skills

and understanding that all young children should have gained by the end of the EYFS. Activities are carefully thought out, and where possible, link to the book of the week. There will be opportunities for both adult directed and independent activities to allow children to practise their skills and consolidate their learning. The aim is to build children's learning over time and prepare them for their transition into Key Stage 1.

In Key Stage 1, pupils will use a range of materials creatively to design and make products, use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space which are woven into our different blocks of study and use their sketchbooks as a space to demonstrate these techniques. They will learn about the work of a traditional, modern and contemporary artists, craft makers and designers including William Morris, Anne Kelly, Wassily Kandinsky and many more. Pupils will be able to describe the differences and similarities between different practices and disciplines, and making links to their own work.

Learning in Key Stage 2, pupils will continue to create sketchbooks to record their observations and use them to review and revisit ideas. They will connect previous learning and improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, wax, clay]. Artists they will discover will include Barbara Hepworth, Georgia O'Keeffe, Frida Kahlo and Patrick Caulfield.

Teachers assess children's work in Art by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Pertinent comments are added to children's sketchbooks in a way that does not detract from their appearance in the form of clear post-it notes. In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

Impact

Leaders and staff work collaboratively to monitor and evaluate the impact of the art & design curriculum using a variety strategies, including:

- Pupil sketchbook study
- Learning walks
- Pupil voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the Art & Design National Curriculum programme of study for KS1 and KS2 and the Expressive Arts strand of the EYFS.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Formative assessment is an integral part of this learning and development process and through their interactions with the children, the Early Years team will ensure that children have the opportunity to build on their prior learning. At the end of the Reception Year children will be assessed against the Early Learning Goal and this assessment will be used to inform the Foundation Stage Profile which will be shared with parents and Year 1 staff.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and vocabulary progression also forms part of the units of work. We use sketch books from Key Stage 1 to enable children to explore ideas and practise skills and keep a record of their learning.

This will culminate in pupils at The Willows being confident artists, ready for the next stage in their learning.