



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Art Policy

INTENT – Purpose and Structure

Our Art and Design curriculum is based around the principles of evidence-led practice. This is to ensure that 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 myriad of media and incredible artists.

At Shankhill School, we will ensure 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
- 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.

Our 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 and beyond.

"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



IMPLEMENTATION

All teachers provide inclusive, quality first teaching in art & design by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year.



Connect



Explain



Example



Attempt



Apply



Challenge

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 a knowledge organiser and taught using knowledge notes.

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 personalised learning activities, resources and adult support; pre/post-teaching or interventions. 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
- Print
- Textiles
- Digital Media

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.

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.

The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

Teaching in Early Years, expressive arts are used to develop a child's imagination, creativity and their ability to use media and materials and is one of the seven areas of the Early Years Foundation Stage. In the classroom, staff provide a huge array of learning opportunities that not only tie in with their current topic but also meet progression and expectations from the EYFS framework. Pupils will have opportunities for expressive arts during continuous provision and in planned focus activities with teachers and teaching assistants.

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. They will learn about the work of a range of artists, craft makers and designers including Albrecht Dürer, Paul Klee, 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 create sketch books 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, clay]. Artists they will discover will include Giorgio Morandi, Georgia O'Keeffe, Frida Kahlo and Pablo Picasso.

We want pupils to see our school as their own art gallery. 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.

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. Artwork is marked at the end of the unit of work in each child's Art sketchbook, with teachers providing comments which refer to the child's use of the skills and techniques taught.

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.

After each art & design unit, teachers will assess the children's skills and knowledge they have gained and how their working artistically skills have developed. By comparing pre and post learning tasks and using open ended questions that require children to connect and explain their learning.

Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When art is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When art is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

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

- Pupil Book 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. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked and age related expectation levels are reported to parents at the end of the reception year.

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 Shankhill School being confident artists, ready for the next stage in their learning.