

# Bosmere Community Primary School



## Art and Design Policy

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<b>Approved by the Committee/Governing Body</b>	<i>Bosmere Primary School</i>
<b>Signature of Chair of Governors/Committee</b>	
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Curriculum Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

**Enquiry:** fostering a sense of curiosity and problem solving

**Collaboration:** opportunities to learn with and from each other

**Oracy:** talk for learning to develop a rich vocabulary and clarity in communication

**Linking learning:** identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

**Identity:** making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

## Introduction to Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

## Implementation – Planning, teaching and learning

Curriculum planning for Art and Design is carried out in three phases – **long term, medium term and short term**.

- The Art and Design Curriculum Map, produced by the Art and Design Leader serves as both **long term** and **medium term planning**. This document maps how the units and outcomes will be covered within each term of the two year rolling cycle for each phase (See appendix 1). It also maps the coverage of the six strands of Art and Design (drawing, colour, texture, form, printing and pattern). Where possible, outcomes (in terms of product), artists and their period of art history and style are matched to enrich the learning of topics and other foundation subjects.
- Units from Kapow Primary resources are organised across this map to support planning and delivery of teaching and learning. Teacher videos support teacher's own subject knowledge. The implementation of these units ensure children are taught progressive skills and have the experience of exploring a wide range of media and art activities. Teachers can also use the Suffolk Art Scheme and AccessArt to support their planning.
- The phase teachers are responsible for short term plans and ensuring a sequence of learning that builds on the progression of history skills (See appendix 2).
  - Teachers are advised by the Art and Design leader to record and deliver learning intentions as questions in order to maximise the opportunities for exploration and enquiry.
  - Art and Design lesson planning is relevant to the pupils of Bosmere and therefore maximises opportunities to enrich learning in other foundation subjects.
  - We encourage the children to ask questions and form opinions about art and artists they study. They have the opportunity to use a variety of resources such as videos, Power Point presentations, artefacts, resource books and photographs. They use computing skills in Art and Design lessons where it enhances their learning.
  - For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning activity. High expectations are set for all children and we aim to instil in them a love and confidence as artists and designers, encouraging them to embrace challenge and understand its fundamental importance in life beyond the classroom.

- The Art and Design leader is a member of AccessArt from which useful teaching and learning resources are shared with relevant phases to assist planning.
  - Art and Design in the Early Years Foundation Stage is taught as an integral part of the topic work covered during the year using the children's experiences and interests as a starting point for their learning. This may be as an adult directed activity, where safety is paramount, an adult initiated activity, where a new skill is taught, or as a child initiated activity, where exploration and discovery is desired. The Art and Design objectives are identified within the 'Development Matters (EYFS) Guidance Materials' and span many of the Areas of Learning.
- **Enrichment:** Wherever possible we enrich the children's understanding of Art and Design by offering educational trips, visiting artists into school or whole school arts events where children have the opportunity to work collaboratively.
  - **Resources:** We have a wide range of resources to support the teaching of art and design across the school. Phase areas or classrooms have a range of basic resources, but further and more specialised resources are kept in the art cupboard. The subject leader, in consultation with other staff, is responsible for purchasing new resources as necessary.
  - **Display:** At Bosmere Primary School, we believe our displays should be both educational and aesthetic, creating a visually stimulating environment for children and visitors. They should increase the children's visual literacy and awareness. Work should be displayed to its full advantage, demonstrating processes as well as final outcomes to celebrate children's achievements publicly. Displays should be changed regularly to reflect the recent learning. Each piece of learning should be labelled with the child's first name and year group. Children should be taught the importance of the presentation of their learning and as they get older, be given the necessary skills to be able to cut, mount, position and display their own learning.
  - **Health and Safety:** In addition to the individuals' responsibility as outlined in the school's Health and Safety policy. It is the responsibility of the Subject Leader to pass on any relevant Health and Safety information to all staff and ensure they have read, understood and acted on the information passed on to them.

### Impact – Monitoring and Assessment

- **Monitoring** – Art and Design is monitored in line with the whole school monitoring cycle.
- Subject leads evaluate impact at the end of each summative period. Written feedback, with targets identified and support plans put in place where appropriate, is given to each phase.
- The governors take an active role in Art and Design. They receive a termly report and are involved in termly meetings to regularly review teaching, learning and development.
- **Formative Assessment** - Children's learning and progress in Art and Design is assessed by making informal judgements as they are observed during lessons.
- **Summative Assessment** - Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents. This is achieved by analysis of a range of evidence from sketchbooks and other pieces of artwork. Teachers record the attainment achieved by the majority of the pupils in the class, but also show those who are above and below.
- The Art and Design leader attends and delivers meetings and training as and when the need is identified to allow for continuity and progression within Art and Design and directs teachers to take responsibility for their own Art and Design CPD through the sharing of relevant articles and resources.



### Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes
10.1.22	Impact – Monitoring and Assessment	Monitoring - Removed the part about Compass-Book looks.	


**Appendix 1 - Long/Medium Term Plan:**

Art and Design Curriculum Map (revised 2021)						
Key Stage	Drawing	Colour	Texture	Form	Printing	Pattern
<p><b>EYFS A</b></p> <p><i>Aut: All About Me / Toys</i></p> <p><i>Spr: Treasure Pirates / Chinese New Year</i></p> <p><i>Sum: Creatures</i></p>	<p>Self-portraits</p> <p>Drawing toys</p>	<p>Firework pictures using paint</p> <p>Drawing toys - watercolours</p>				
<p><b>EYFS B</b></p> <p><i>Aut: People Who Help Us / Night and Day / Divali</i></p> <p><i>Spr: Around the World on a Magic Carpet</i></p> <p><i>Sum: Dinosaurs</i></p>	<p>Fireworks chalks</p> <p>How to draw animals tutorial</p>	<p>Rangoli patterns</p> <p>Starry Night colour mixing</p> <p>Firework - splats</p> <p>Colour mixing</p>	<p>Dinosaur skeleton pictures</p>	<p>Dinosaur skeleton pictures</p>		<p>Patterns on vehicles</p> <p>Aboriginal art</p> <p>African necklaces</p>

<i>/ Food</i>					<b>Poppy printing (potato)</b> <b>Hand printing</b>	
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<b>Key Stage</b>	<b>Drawing</b>	<b>Colour</b>	<b>Texture</b>	<b>Form</b>	<b>Printing</b>	<b>Pattern</b>
<b>KS1 A</b> <i>Aut: London</i>  <i>Spr: Explorers</i>  <i>Sum: St.Edmund &amp; Nature Detectives</i>	<b>Kapow: Skills Y1</b>  <b>Kapow: Landscapes 1</b>  <b>Kapow: Human Form 2</b> <b>Sculpture / collage 1</b>	<b>Kapow: Skills Y1</b>  <b>Kapow: Landscapes 1</b>	<b>Kapow: Skills Y1 (Great Fire of London printing with shaving foam)</b>  <b>Kapow: Landscapes 1</b>	     <b>Kapow: Human Form 2</b> <b>Sculpture / collage 1</b>	<b>Kapow: Skills Y1 (Great Fire of London printing)</b>	<b>Kapow: Skills Y1 (Lego printing)</b>
<b>KS1 B</b> <i>Aut: Animal Antics</i>  <i>Spr: An Island</i>  <i>Sum: Seaside Holidays</i>	<b>Kapow: Formal Y1</b>  <b>Kapow: Formal 2</b> <b>Kapow: Art and Design skills 2</b>	<b>Kapow: Formal Y1</b>  <b>Kapow: Formal 2</b> <b>Kapow: Art and Design</b>	<b>Kente Block Print (press print)</b>  <b>Kapow: Formal 2</b> <b>Kapow: Art and Design skills 2</b>	     <b>Kapow: Art and Design</b>	<b>Kente Block Print (press print)</b>	     <b>Kapow: Formal 2</b> <b>Kapow: Art and Design</b>

& <i>Needham Lake</i>	Sculpture and Mixed Media 2	skills 2		skills 2 Sculpture and Mixed Media 2		skills 2
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Key Stage	Drawing	Colour	Texture	Form	Printing	Pattern
<u>LKS2 A</u> <i>Aut: Stone Age</i>  <i>Spr: Memorable Monarchs</i>  <i>Sum: Ancient Egypt</i>	Kapow: Prehistoric art 3  Wooly Mammoth drawing - <a href="https://www.youtube.com/watch?v=rBE24RJEDos">https://www.youtube.com/watch?v=rBE24RJEDos</a>  Portraits	Kapow: Prehistoric art 3	Kapow: Prehistoric art 3 - lentils		Portraits -  <a href="https://www.accessart.org.uk/kitchen-lithography/">https://www.accessart.org.uk/kitchen-lithography/</a>	
<u>LKS2 B</u> <i>Aut: Violent</i>	Kapow: Formal				Kapow Formal Y4 -	Kapow Formal Y4 -

<i>Earth</i> <i>Spr: Invent</i>  <i>Sum: Anglo Saxons</i>	<b>Y4</b> Kapow: Skills 3	Kapow: Skills 3  Kapow Craft 3	Kapow: Skills 3 - puppets  Kapow Craft 3 Weaving and Tie-dying	Kapow: Skills 3 - puppets	Hokusai Collograph	Printing  Kapow Craft 3
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<b>Key Stage</b>	<b>Drawing</b>	<b>Colour</b>	<b>Texture</b>	<b>Form</b>	<b>Printing</b>	<b>Pattern</b>
<b>UKS2 A</b> <i>Aut: Framed</i>  <i>Spr: Victorians</i>  <i>Sum: Shakespeare</i>	Leonardo da Vinci - facial proportions  Kapow: Skills Y6 (impressionism)  Every Picture Tells a Story  RM Plan: 2 colour printing / William Morris / Drawing Plants / animals - links with Science (Mary Anning / Darwin)  Kapow: Design For Purpose  Intro to drawing	Picasso Portraits				William Morris 2-colour press print  William Morris 2-colour press print



	perspective.					
<b>UKS2 B</b>						
<i>Aut: Ancient Greeks</i>	Drawing the human form - proportion - sculpture - Olympians				Giacometti sculpture (Olympians)	Greek 'Scruffito' Pots
	Kapow: Formal Y3 - Architecture (relate to A.Greece)					
<i>Spr: Amazing Amazon</i>	Kapow: Photography	Artists Study - Impressionism - Henri Rousseau 'Surprised'				
	Artists Study - Impressionism - Henri Rousseau					
<i>Sum: WW2</i>	Kapow: Formal Elements- Architecture				Kapow: Formal Elements- Architecture	

**Appendix 2 - Art Progression of Skills:**