

Northway Primary and Nursery School



Policy for Art and Design

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By: The Governing Board of Northway Primary and Nursery School

Signed:
Chair of Governors

Subject Lead: Hannah McLachlan
Date of Review: 1st October 2022

Northway:
Together we can achieve anything
All Learners, All valued,
All achieving...All the time



Introduction:

Northway Primary and Nursery School is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The **Northway Curriculum** has a golden thread that links a **rich tapestry of knowledge**, interwoven with **key skills** and allows children to **engage** with, **connect** with and **understand** their **locality** and **rich cultural offer** and take their places as **global citizens** in the twenty first century.

The Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for **excellent attitude** and **learning behaviour**. The curriculum is planned to allow children to **explore**, **evaluate** and **improve**. Children know the **high expectations** and are encouraged to **strive for success** in all that they do. Children are **nurtured** so they can engage with their learning without barriers and reach their own potential. Northway understands that **aspiration is good** but aspiration for all: **all learners, all valued, all achieving...all the time**.

Our Curriculum is a **progressive** programme of study, where children are **exposed to knowledge** and **skills** year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be **immersed** in a **rich vocabulary** and **text-base** to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. **Low state quizzing** for pre-assessments endeavour the development of **sticky knowledge** and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...**developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution**.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Art and Design taught at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

The Northway Art and Design Curriculum is designed to engage and inspire a generation of creative artists. Therefore, we believe that Art and Design should be taught as an individual subject, with clear focus and intent for each lesson. We ensure the children have access to a wide range of skills, concepts and knowledge, enabling them to develop their own responses and talents in a visual or tactile form. The art and design curriculum at Northway has been specifically designed to offer children the opportunities to engage with an extensive and rich range of materials and artists. Pupils explore and celebrate both local and international artist, offering them access to cultural richness and diversity. To ensure critical reflection and develop a deeper understanding of art and design, we foster a safe and open forum for pupils to analyse their own and others work.

Through the art and design curriculum we intend to provide an opportunity for pupils to develop a sense of worth as individual and as contributors to the school and wider community. We also value the opportunity this subject provides for promoting and supporting our pupils' well-being by enabling them to explore their creative capacities and celebrate their successes through their artistic and emotional engagement with their cultural heritage.

Our curriculum fires the imagination of pupils, equipping them with the fundamental skills of personal expression that will readily prepare them for secondary school and the wider world.

Aims and Objectives

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

Aims and Objectives

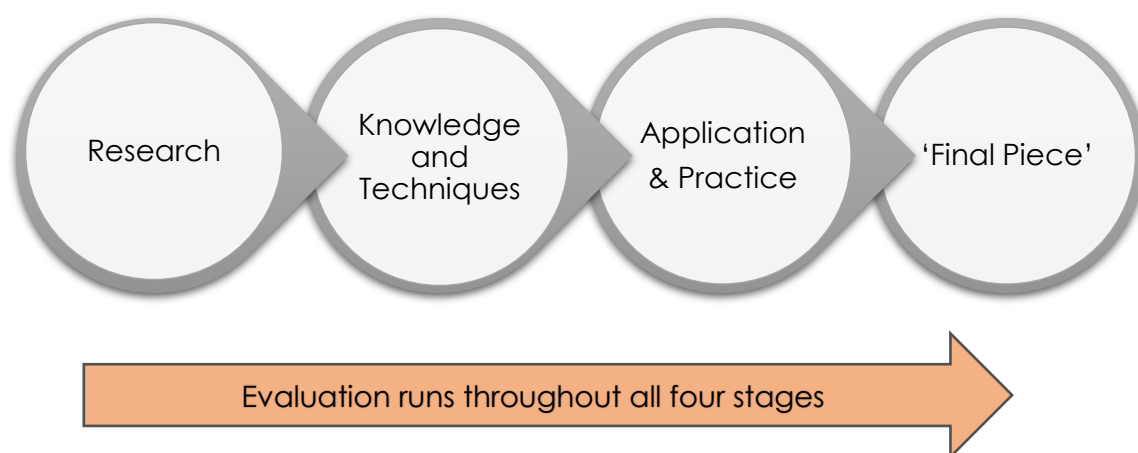
- To enable pupils to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of art and design activities.
- To ensure all pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To improve the children's ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.

- To foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers and to understand the historical and cultural development of their art forms.

3. Implementation

Scheme of Work

At Northway we have designed our own bespoke Northway Art and Design curriculum which delivers the national curriculum aims in rich and knowledge focused manner. Our curriculum ensures that there is a clear progression of knowledge and techniques from Early Years to Year 6. All pupils will have experience in working with a wide range of mediums including painting, drawing, collage, 3D sculpture, digital art, textiles and printing. When planning a unit of Art and Design all teachers are supported by the coordinator to ensure that all techniques are covered and clear progression and made from the previous year group. All units begin with an artist study and then progresses to exploring techniques and developing knowledge of a specific medium. Pupils then apply and practice these techniques and finally produce a final piece demonstrating their knowledge throughout the unit. During all four stages of this process pupils evaluate their work and use these to make improvements as they progress. The whole school long term planning document is attached in the appendices (appendix 1.1).



Sketchbooks

The National Curriculum states that children should be taught 'to create sketch books to record their observations and use them to review and revisit ideas'. At Northway sketchbooks have an integral role in the teaching and learning of art and design. Pupils begin to use their sketchbooks in Year 1 as a creative journal, which they take with them as they progress through the school. Ownership of the sketchbooks is taken by the pupils, and they are placed at the center of our pupil's creativity, demonstrating their unique personalities. All pupils are encouraged to fill their sketchbooks with momentum and enthusiasm; collecting, gathering, experimenting and reflecting in each session. Teachers do not mark directly into

sketchbooks, guidance and next steps are given through one to one or small group discussions, which then inform assessment and progress. All teachers have their own sketchbook, which they use to plan and demonstrate during lessons.

Resources (Including Ipads)

All pupils at Northway have access to a wide range of high quality Art and Design resources and are encouraged to explore and experiment with these in all units of study. Pupils also have access to Ipads with software which can be used for artist studies, digital drawing and photography.

Safety considerations

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they take to control risk.

Learners who need more

Art and design is a key part in our school curriculum policy, providing a rich and immersive education for all our children. Our teachers deliver appropriate learning opportunities which meet the needs of all pupils, including our learners who need more and of those learning English as an additional language. We believe art is a means of communication, not bound by written and spoken language, and enables all pupils to develop a capacity for self-expression.

Knowledge Organisers

All pupils have access to knowledge organisers for art and design. These knowledge organisers are specific to their year group and the core mediums of study. They are there to support the pupil's knowledge of artists, techniques and vocabulary that they will use during their unit of work.

Educational Visits / Fieldtrips

At Northway providing rich learning opportunities is our golden thread and we ensure that all pupils have access to extra-curricular clubs, educational visits and fieldtrips. During their time at Northway pupils will visit our local galleries, workshops with artists and well as visiting sculptures in our local area. Pupils are also invited to join our Art and Illustration club which runs throughout the year alongside opportunities to apply their Art and Design knowledge to producing props and costumes for our school performances.

4. Impact

Outcomes and Assessment

We measure the impact of our personalised programme of study using Balance. Our formative assessment tool is used to record pupils' understanding of an objective and helps to plan for opportunities to learn more and remember more. All children from Year 1 to Year 6 use an ongoing sketchbook which demonstrates a clear progression of knowledge, skills and understanding. Each sketchbook is unique to the child, allowing them to express and respond in a personal and reflective manner. Each unit includes opportunities for them to showcase cross curricular skills, including written reflections, mathematics approaches to techniques, historical and geographical research in relation to artists, and discussion around personal and cultural values.

5. Progression within the subject

Early Year Foundation Stage

At Northway we provide a rich Early Years environment in which we encourage and value creativity and exploration. We relate the children's creative development to the objectives set out in the Early Learning Goals. The pupil learning includes art, music, dance, role-play and imaginative play. The range of experience encourages pupils to make connections between one area of learning and another, and so extends their understanding. Pupils are engaged in a wide range of activities, developing children's fine and gross motor skills through the manipulation of artistic tools. We allow all pupils the opportunity to work alongside artists and other adults and ensure the activities that they take part in are imaginative and enjoyable.

Key Stage 1 and 2

Progression within Art and Design has been carefully designed and planned to ensure that knowledge and techniques are taught with fidelity and are regularly revisited throughout the Key Stages. Each unit of work has been matched to an artist/s study which is used to inspire and develop the children's knowledge of art both current and historical. Progression documents for all units of study have been produced and are available on the school website.

6. Monitoring and Review

Subject leaders at Northway are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Provide a lead and direction for the subject in consultation with colleagues, written policies and guidance.

- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews, deep dives, reviewing children's work and data analysis using Balance.

It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

7. Role of the pupil and parent

Pupils are expected to engage with art lessons with enthusiasm and explore new artists, knowledge and techniques alongside their peers. They will share their expertise with their peers and across the school to build knowledge and confidence. Pupils are encouraged to take part in art and design competitions and clubs both in and out of school. Pupils are also offered the opportunity to become part of our Arts Council in which they help the subject lead to raise the profile of art both in school and the local community.

Parents are given opportunities to share in their children's Art and Design work through the use of Seesaw and workshops.

Appendix 1.1

	Unit One	Unit Two	Unit Three
Year 1	<p>Printing</p> <ul style="list-style-type: none"> Printing with a range of hard and soft materials Creating repeating patterns Building printing blocks Experimenting with over-printing and motifs <p>PETER BLAKE</p>	<p>Collage</p> <ul style="list-style-type: none"> Fold, crumple, rip and cut materials for collage Create collages on different scales. Create and arrange shapes appropriately Arrange and glue materials to different backgrounds. <p>HENRI MATISSE</p>	<p>Textiles</p> <ul style="list-style-type: none"> Change and modify threads and fabrics Create cords and plays Create fabrics by weaving materials Apply shapes and decorations to fabrics <p>ALEXANDRA KEHAYOGLOU</p>
Year 2	<p>Digital Art</p> <ul style="list-style-type: none"> Use graphics apps to create images and effects Experiment with digital brushes Experiment with shapes in graphics apps <p>YUKAI DU</p>	<p>Painting</p> <ul style="list-style-type: none"> Use a variety of brushes and tools for painting Experiment with painting techniques Identify primary and secondary colours Mix primary shades and tones Mix white and black to colours to make tones <p>CY TWOMBLY</p>	<p>3D</p> <ul style="list-style-type: none"> Manipulate malleable materials using rolling and kneading Manipulate materials for a purpose Use 2D shapes to create a 3D form Changing the surface texture of malleable materials. <p>WILLIAM MORRIS</p>
Year 3	<p>3D</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay to extend and model new shapes Create texture and surface patterns Show an awareness of the third dimension <p>ANTONY GORMLY/ EMMA ROGERS</p>	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of collage technique including tearing, layering and overlapping Create textures with a wide range of materials Create images and new textures with collage <p>PATRICK BREMER/AUGUSTA EDOUART</p>	<p>Printing</p> <ul style="list-style-type: none"> Create printing blocks using a relief method. Create repeating patterns with my own printing blocks Printing with two colour overlays <p>KANDINSKY/ JUDITH ROTHSCHILD</p>
Year 4	<p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures e.g. washes, blocking, and thickening Paint on a range of scales Mix colours effectively using knowledge of primary and secondary colour. <p>DAVID HOCKNEY / CLAUDE MONET</p>	<p>Textiles</p> <ul style="list-style-type: none"> Use different techniques to change and adapt materials Experiment with paste resist Use dyes to change fabric colour <p>THETIS BLACKER/ SARKASI SAID</p>	<p>Digital Art</p> <ul style="list-style-type: none"> Record and collect visual information using digital cameras and software Use simple effects and filters through graphics apps Manipulate images for a purpose <p>O WNSTON / FAY GODWIN</p>
Year 5	<p>Printing</p> <ul style="list-style-type: none"> I can design and create a range of printing blocks using different methods I can create three colour overlays I can work into prints with other wet and dry media I can use relief and impressed methods for printing. Create a colour palette based upon colours observed in the natural or built world. <p>ROY LICHTENSTIEN / FRIDA KHALO</p>	<p>3D</p> <ul style="list-style-type: none"> I can plan sculptures from drawings I can shape, form and model materials from observations I can use man-made and natural materials to create sculptures I can produce intricate patterns and designs in materials <p>PHILIP TREACY / ELSA MORA</p>	<p>Collage</p> <ul style="list-style-type: none"> Develop an awareness of composition e.g. foreground, middle ground, background Add collage to backgrounds that have been painted or drawn Use a range of media to create collages Use a range of colours and textures for a purpose Work into my collages using dry media. <p>GEORGE BRAQUE/ HANNAH HOCH</p>
Year 6	<p>Digital Art</p> <ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images Use graphics packages to create new images and manipulate photographs I can create a digital image through layering <p>RICHARD DAVIES</p>	<p>Painting</p> <ul style="list-style-type: none"> Explore and develop mixing and blending techniques Further develop composition skills including use of proportion Experiment with wet media to make new marks, lines, patterns and textures Develop paintings from drawings Carry out preliminary studies, testing suitable media and materials Mix and match colours to create atmosphere and light <p>TEMARA DE LEMPIKA / JOHN SINGER SARGENT</p>	