



Blackburn the Redeemer C.E. Primary school Policy for Art and Design

The Importance of Art

“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, your whole personality.” (Quentin Blake)

*He has filled them with skill to do every sort of work done by an engraver or by a designer or by an embroiderer in blue and purple and scarlet yarns and fine twined linen, or by a weaver—by any sort of workman or skilled designer.
Exodus 35:35*

At Blackburn the Redeemer CE Primary School, we consider Art and Design to be a very important part of our school life and our curriculum. Our aim is to ensure that all children experience a high-quality art education which engages, inspires and challenges, equipping all with the knowledge and skills to experiment, invent and create their own works of art. Alongside the excellent teaching and learning, we aim that Art should foster pride, joy, resilience and wellbeing and offer opportunities for children, and the adults teaching them, to express themselves. As children progress, we aim that should be able to think critically and develop a more rigorous understanding of art. They should also know how art both reflect and shape our history, and contribute to our culture and creativity of our nation and world. Art is a subject in which children can feel more relaxed to take creative risks, turn mistakes into learning opportunities and evaluate others' and their own work using a constructive and positive vocabulary. Art provides a context in which the self-esteem, confidence and resilience of our children can flourish.

Art and design in a post Covid world

Art is well-recognised as an important channel through which to build the recovery of the mental health, emotional well-being, relationships, resilience, stamina and academic functioning and achievement of children and staff. Whilst it is important to develop the specific progressive skills and academic knowledge in the Art curriculum, it is also very important to employ Art more widely, wherever and whenever we can, in the ongoing long term recovery of individuals and the school community. Pupil Voice makes it very clear that children are more willing to take risks, try new skills, make mistakes and offer, receive and act upon positively framed feedback in Art (and all the Arts) than in other subjects, so, in building back children's resilience, Art can be key. At a time of international and domestic uncertainty and concern, individual and collaborative artistic tasks allow children to communicate their feelings, worries and imaginative thoughts in a relaxed and safe context, and the very act of eg. drawing, collaging, painting etc. brings about a calm and contented mood and reduces stress. Also, during an art activity, there is a relaxed relationship and bonding between children and their teaching and support staff, with children and adults talking more openly and sharing more of themselves. Whole school artistic tasks, such as the Street Art Exhibition of children's work, help to develop cohesion and community both within the school and across the school and families community.

Intent

At Blackburn the Redeemer C.E. Primary school we want all our pupils to -

- Develop the ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- Develop the ability to communicate fluently in visual and tactile form.
- Develop the ability to draw confidently and adventurously from observation, memory and imagination.
- Develop the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- Develop an impressive knowledge and understanding of other artists, craft makers and designers and develop cultural capital, learning about other modern and historical cultures and different parts of the world and learning about and being inspired by a range of British and international artists and designers and the stories that lie behind their work.
- Develop the ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Develop independence, resilience, initiative and originality which they can use to develop their creativity.

-Develop the ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

-Develop the ability to reflect on, analyse and critically evaluate their own work and that of others, using compassion and relevant, specific and constructive language to celebrate achievements and to inspire further progress.

-Develop an enjoyment of, a passion for and a commitment to the subject of art.

At our school we intend that children should develop their artistic skills to a level where they have the understanding and ability to find joy in and talk about the Art of others and be inspired to create their own; develop to such an extent that they will confidently arrive at secondary school with an array of knowledge, vocabulary and skill that they can build on and succeed in, perhaps even choosing to enter an artistic or related career. Our children will be taught Art in a way that ensures meaningful progression of skills, and follows a sequence to build on previous learning and project towards future learning.

Implementation

Aims and Objectives:

The National Curriculum for art and design aims to ensure that all pupils:

- 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. Pupils should be taught:
 - to use a range of materials creatively to design and make products
 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

We adhere to the aims of the National curriculum and the Chris Quigley Milestones for each subject area. We follow and adapt the 'Kapow' Primary Art and Design scheme which offers a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners, and a wealth of supportive documents, resources, CPD videos and comprehensive planning for the subject lead and for the non-specialist class teachers. Many of the slideshows, videos and printable resources are provided in the scheme, and where the lesson requires other resources, a shopping list is provided to arrange in advance. The scheme is currently being updated to provide more streamlined, coherent and progressive units within and across year groups.

The Kapow scheme gives opportunities to learn the history and process of British and international artists, designers and crafts people, to learn how to appreciate and critique artists' work and their own using taught relevant vocabulary, to develop a range of art and design skills using sketchbooks and a wide range of tools, media, and techniques and then to apply this learning into taught Art units or cross/extra-curricular activities.

In KS1 and EYFS, we try to build in a weekly Art lesson. In KS2, the timetable is tight and we ensure a unit is covered in alternate terms. Focused and planned whole school Art Days in Spring and Summer terms will make up any shortfall in skills coverage. At its core, and to ensure all children receive the required content and level of skill, the curriculum is centred around the Kapow scheme units. However, the scheme is designed with the reality of Primary schools in mind, and builds in time in the school year for other artistic and seasonal activities during this allocated time (eg. Nativity rehearsal, preparing art work for an exhibition, making occasion cards in class, using Art to teach about Poppy Day or Harvest etc) and we encourage any cross curricular opportunities to talk about and practise Art and let children explore ideas freely in any spare time. The main scheme automatically builds in progression of skills and knowledge across the unit, across the year, across the key stage and across the school, topic by topic, and it ensures that there is differentiation with both challenge and support for children where required. The Formal elements (line, tone, pattern etc) and Art and design skills are applied through a thematic structure (eg Castles or Seascapes, insects or Footballers) relevant to the children, their local area or the subjects they are learning about (eg

Year 2 Clay Tile making based on Darwen Tower). Progression in mark making and drawing skills will also be evidenced in each child's learning journey as this skill weaves through all the units.

The subject lead produces medium term plans for each half term, and teachers create flipcharts or presentations for each lesson, using the comprehensive detail from the scheme to ensure an organised, fluent and interesting lesson which covers the necessary objectives, success criteria, and clear instructions, with retrieval of prior learning at the start and a round up/evaluation/exhibition/celebration element at the end.

In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage. Children work on a range of creative themes and tasks, and they work on tasks linked closely to other areas of the EYFS, especially Physical Development. However, Kapow Primary Art has begun to include EYFS in its framework, so we have begun to link these new units to what is already happening in the classroom.

One of our favourite events, which is usually held every three years, is our Whole School Exhibition, a celebration of the amazing artistic talent our children have. It raises the profile of art, injects pride and joy into the children and their families, and allows us to spend quality time with our wider Redeemer family. We also share Harvest artwork for the Church Harvest festival. We offer Art and craft clubs to Years 1 - 6 at certain times of year, linked to Children's University, which is open to all children.

Impact

Our children enjoy and value Art and know how each piece of the taught curriculum feeds into their developing skills and knowledge and can be applied in other contexts. They will be able to apply their learning in art activities outside the lesson (exhibitions, gallery visits) and also in other areas of the curriculum and home life. Art has proved to be a subject and activity that promotes calm, relaxation and emotional and spiritual healing. So, in the assessment of its impact, it is important to also consider the improvement in mental, physical and social well-being and resilience that Art can bring (to adults as well as children), in a school which values the wellbeing of all.

Children will understand and appreciate the value of art in the context of their personal wellbeing, their engagement with and enjoyment of the creative and cultural industries and in the related career opportunities.

Progress in Art is demonstrated through teachers and subject lead regularly reviewing and scrutinising planning, children's work, photos of process and skills work, lessons and listening to Pupils' Voice. The Art Subject Lead gives feedback to staff on the strengths and weaknesses in the subject which are used to evaluate and indicate areas for further improvement and the planned actions to address these. The subject lead also offers support to any staff in providing CPD, resources or further help with planning. We have recently shared a CPD session with staff on lesson planning and delivery expectations and in developing use of sketchbooks. In class, we observe, talk with and help the child with next steps and assess formatively during lessons, at the end of units, from year start to year end and in comparison with previous and next year groups, in accordance with our taught Art skills and knowledge, to ensure that progression is taking place. The Art curriculum contributes to children's personal development in creativity, independence, resilience, judgement and self-reflection. This would be seen in them being able to talk confidently about artists', their own and others' pieces, openly sharing their work with others and their willingness and confidence in exploring unfamiliar processes and experiences. Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art it is important that pupils feel confident to experiment and express themselves. Therefore ours and children's style and clarity of response to work, which we teach explicitly to the children, must be positive, compassionate and encourage the children to think about how they can progress or improve their work. Progress will be shown through outcomes and through the important record of the process leading to them; through skills work in their "safe space" sketchbooks, displayed work, photographs, pupil and teacher conferencing and ongoing teacher assessment.

We will display pieces of Art work that demonstrate an achievement of success criteria (Corridor Hall of Fame and classrooms, exhibitions and corridor displays when available)

Pupil Premium

We aim to make certain that our disadvantaged/vulnerable children make good progress in Art. All our teachers recognise and accept that the vast majority of pupils' progress comes from good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils, this is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure that

- we know who our disadvantaged/vulnerable children are
- we talk to these children about their learning not regularly but frequently
- we monitor the progress of these children regularly

Children with special educational needs and disabilities (SEND)

At Blackburn the Redeemer CE Primary, art is always all inclusive.

We do this in a number of ways including:

- teachers adapting planning and resourcing so that individuals have specific learning outcomes;
- teachers working specifically with children with SEND
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly as a staff team to discuss provision and if it needs to be adapted;
- liaising with outside agencies to receive the best advice on how to help children learn
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Accessibility

At Blackburn the Redeemer CE Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy and Risk Assessment Forms are filled in.

Wider opportunities

- Whole school art focus activities/ exhibitions /Art days/weeks/ gallery visits/visiting artists