

Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in
all its fullness' (John 10:10)



Art and Design Curriculum Policy September 2020

Date adopted by Governing Body:

Reviewer:

Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

OUR VALUES

HONESTY

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speak the truth in love." (Ephesians 4: 15)

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

KINDNESS

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

PERSEVERANCE

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope." (Romans 5: 4)

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

RESPECT

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves." (Philippians 2: 3)

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

SELF-CONTROL

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." (Galatians 5: 22)

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it's time to laugh but to work and give their all when it's time to learn.

CURRICULUM INTENT STATEMENT

Please visit the Art and Design page on our website:

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression
- Knowledge Progression
- Vocabulary
- Spiritual, Moral, Social and Cultural

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

Curriculum Intent

At Coleshill C of E Primary School, we value Art and Design as an important part of our curriculum. We believe that Art and Design should be accessible to all, and maximise the development of every child's ability to express themselves and embrace their individuality whilst on their journey to understanding their worth in God's world. We want to create confident, independent artists who take risks, experiment and reflect. We strive to foster enjoyment and appreciation of art and the beauty of God's world by valuing work of artists, architects and sculptors as well as each other's and our own.

Sequence of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1	<i>Mark making explored through child-initiated activities and interests.</i>					
Nursery 2	<i>Mark making explored through child-initiated activities and interests.</i>				Collage Snail <i>Henry Matisse</i>	
Reception	Drawing Self-portrait <i>David Hockney</i>	Painting Colour Study <i>Kandinsky</i>	Printing Repeating Patterns <i>Andy Warhol</i>			
Year 1	Drawing Teddy Bear <i>AA. Milne</i>	3D Form Relief Tile <i>Goldsworthy</i>				Drawing Playground <i>Lowry</i>
Year 2		Printing Rangoli Patterns <i>Nilima Surve</i>	Drawing Observational Drawing <i>Jerry Barrett</i>			Collage Great Fire of London <i>Megan Coyle</i>
Year 3	3D form WW1 Trophy		Drawing Death Mask <i>Joanna Mozdzen</i>			Painting Cave Painting <i>Lascaux</i>
Year 4	Textiles Tudor Rose		Drawing Courtroom <i>Priscilla Coleeman</i>			Printing Roman Mosaic <i>Gaudi</i>
Year 5		Drawing	3d Form Mayan Mask			Painting Water Lillies <i>Monet</i>
Year 6				Drawing Pompeii Figures <i>William Kentridge</i>		Collage Mixed media

Curriculum Implementation

We believe that a high quality Art curriculum follows a creative process which is less focused on outcome and more focused on the creative journey. Each sequence of lessons leads to a high quality final masterpiece, following a journey of exploring skills, experimenting with techniques, taking inspiration from artists and acquiring artistic knowledge. In order to provide a broad and balanced Art and Design curriculum, the subject has been divided into different mediums; drawing, painting, printing, collage, textiles, and 3D work. These mediums are taught throughout a two year rolling programme within the children's phases, with drawing being taught every year. We believe that drawing skills underpin the foundations of the artist's work. The skills that the children acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by studying historical artefacts, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Basic skills are introduced and then built upon and revisited. The use of ongoing sketchbook work records this process and enables children to adapt, reflect and improve as they develop along their journey to a masterpiece.

Planning, Differentiation and Lesson Organisation

Teachers use a 'green route' style of planning, considering the masterpiece as the end point. The starting point of the teaching sequence is based upon children's prior knowledge and skills. Children

are shown artistic skills within their medium which are modelled by the teachers, study the work of artists as well as being given the opportunity to experiment and develop their ideas through the use of sketchbooks. At Coleshill, we recognise Art and Design as a subject that encourages all abilities to flourish where they may not succeed in other curriculum areas and is therefore hugely important in developing the self-esteem. Children with Special Educational Needs and Disabilities are integrated as fully as possible into all aspects of our Art curriculum. Differentiation by task, support and outcome will allow all children to improve their skills. The opportunity to work in mixed ability groups allows children to learn from each other and draw inspiration from the work of their peers and communication of ideas.

Sequence of Learning

At the planning stage, teachers consider the creative journey to the masterpiece and an equal balance of modelling new skills as well as allowing children to be creative and experimental. The end point of the sequence of learning is where the children create their own masterpieces inspired by a combination of their topic, work of artists and the skills and knowledge acquired.

Resources

Teachers can liaise with the subject leader to order resources they require in advance of teaching. Teachers must consider the needs of all pupils and what resources they will need in order to have the opportunity to flourish.

Reading through the Curriculum

We believe Art and Design provides a natural opportunity for children to practise and improve English skills such as spoken language and reading. Throughout their creative journey, children are introduced to subject specific vocabulary. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them in written evaluations. Pupils also analyse and respond to art using visual language, and to make informed comments about the work of professional Artists.

Transferable Knowledge and Links to other Curriculum Areas

Art and Design is taught alongside a whole topic focus, predominantly driven by History or Geography. Children have the opportunity to further develop their understanding of their topics by immersing themselves through their Art and Design. For example, learning about WW1 by making a soldier's helmet, creating a Mayan inspired mask for the 'Mexico and the Mayans' topic or exploring cave paintings from the Stone Age by finding out about Lascaux.

Cultural Capital Opportunities

At Coleshill, Art is explored through many races, ethnicities and cultures. A wide range of contexts and artists will be used in lessons and we will use these opportunities to challenge stereotypes. For example, we celebrate the Indian culture and traditions by making Rangoli patterns, explore the political undertones of the work of William Kentridge, and take inspiration from classic artists such as Monet. Children also have the opportunity to contribute to Art in the local community by taking part in Coleshill Local Arts Week, where pieces of their work are displayed in the local Town Hall for public viewing after being judged by the local Mayor.



Coleshill Schools

Children across the Coleshill Consortium are being challenged to come up with an improved Arts Week logo to be used for CLAW 2020 onwards. The one on the front cover of this booklet will only be used this year! The Mayor of Coleshill, Cllr. Tony Battle Mayor will judge the best design from all entries to be used for the future years and a prize will be awarded.

Coleshill C of E, Wingfield Rd, Coleshill



An Art and Design Competition will run from 11 to 17 March throughout the school.

This will be a general art theme open to all students. Again, the best design be judged by the Mayor on 17 March or soon after that date with book related prizes awarded to the winning designs.

Wider Curriculum Opportunities

Enrichment opportunities through trips, visitors and parental engagement create enthusiasm for learning. Parents are invited into school at the end of term to view children's masterpieces showcased in a gallery. Topic days, such as European Art Day create the opportunity for children to learn more about famous artists and their influences, enabling our artists to develop their knowledge and understanding of Arts as well as forming their own opinions as analytical artists.

Assessment

Foundation subjects are assessed using FFT. Children are assessed against the National Curriculum strands and skills for their year group. Sketchbooks are an essential record of an individual child's experiences and ideas throughout their creative journey and are used to inform teacher judgements alongside their masterpieces. This information is then used to plan well-sequenced lessons to build upon prior knowledge.

Curriculum Impact

Throughout their creative journey at Coleshill, our 'Coleshill Artists' will become well equipped with transferable skills and attributes that they can apply in their wider life. By the time they reach Year 6, our 'Coleshill Artists' will find the beauty in everything, create and design, gather a range of ideas, explore with resources and materials, review and improve and listen to other's ideas. Children progressively build upon their skills through a sequential curriculum to create a high quality piece of work. Each child will create a 'masterpiece' that showcases the skills they have learned in that unit. Each unit starts with children being introduced to 'High 5' statements and children will be able to demonstrate the knowledge and skills linked to these statements by the time they reach the end of their journey to creating a masterpiece. The impact of Art and Design is measured through book looks, planning trawls, learning walks and pupil voice as well as formal assessments recorded on FFT.

Roles and Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this Art and Design Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the Art and Design Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

Art and Design Leader

The Art and Design Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the Art and Design books. Also, the Art and Design Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the Art and Design Leader is given training and the opportunity to keep developing their

own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The Art and Design Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this Art and Design Policy. All class teachers follow the school's agreed planning for the curriculum provision in Art and Design.

Inclusion

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy
- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring and Evaluation

Procedures

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with Art and Design Subject Leader

- Link Governor discussions with pupils about the Art and Design curriculum as part of wider views about the Quality of Education

Senior Leaders and the Art and Design Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:

- Discussions with staff about the provision, teaching and assessment and CPD opportunities in the Art and Design curriculum
- Art and Design pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
- Scrutiny of pupils' work in Art and Design with the Art and Design Leader and Senior Leaders
- Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

Links with other policies

This Art and Design Policy links to the following policies and procedures:

- Curriculum Policy
- EYFS
- SEND
- Teaching and Learning

This Art and Design Policy will be reviewed by the Art and Design Leader. At every review, it will be shared with the Full Governing Board to be approved. The Art and Design Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the Art and Design curriculum
- Review of the school's approach, practice or policy for the Art and Design Curriculum Intent, Implementation and Impact