



Waterloo Primary School

Art and design Policy

Intent

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their artistic understanding within and across subject areas, whilst maintaining art and design as an independent discipline, with its own unique set of skills.

Waterloo is a diverse area with easy access to a wealth of stimulating learning experiences. Through purposeful community links, our pupils are encouraged to take learning outside of the classroom, maximising our natural surroundings, local architecture, local landmarks and art galleries. We aim for pupils to recognise, value and engage with the rich cultural heritage which surrounds them.

We believe that British values are fundamental to cohesion and successful participation in society and we promote these values as we teach about art and design.

We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. Key vocabulary is mapped across the art and design curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families in order to further consolidate learning. We provide opportunities to extend pupils' cultural capital through visiting art galleries and museums and creating sculptures and artwork for exhibitions. Opportunities to develop speaking and listening skills are planned to equip pupils to ask questions and express opinions. Art helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied throughout our art and design curriculum. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding.

Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mind-set to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

Aims :

The aims of Art & Design at Waterloo Primary are to ensure that all children:

- * Develop the creative, technical and practical expertise needed to develop their artistic skills and techniques.
- * Develop mastery of a range of tools, media and processes.
- * Develop their visual awareness and vocabulary.
- * Develop their capacity to evaluate their own and others artistic endeavours.

EYFS

Our Early Years curriculum has been carefully planned to ensure progression from the Early Years to Year 6. The curriculum is taught through a balance of teacher-led inputs, teacher-directed activities and free exploration. Activities are planned within continuous provision to allow children to develop the skills needed to support their art development throughout school. Curriculum leaders have the opportunity to spend time in the Early Years to ensure curriculum coverage and progression.

Adaptive Teaching

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In art, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about an artist/technique
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Alternative methods of recording
- Adapted physical resources (brushes, pencil grips, scissors...)
- Reframing questions
- Intervening appropriately
- Flexible groupings
- Making connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching.

Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

Skills and Attitudes:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of Art & design. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Key Stage 1:

Pupils should be taught to:

- To use a range of materials creatively to design and make
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of Art & Design techniques in using colour, texture, pattern, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing differences and similarities between practices and disciplines, making links to their own work.

Key stage 2:

Pupils should be taught:

- To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To use sketchbooks to record observations, using them to review and revisit ideas.
- To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials: paint, clay, pencil, charcoal etc.
- About great artists, designers and architects from history.

Curriculum Coverage

From Year 1-6, lessons are planned around our teaching sequence for art:

1. Stimulus
2. Knowledge, skills, techniques
3. Application
4. Evaluation (Review and Revisit)

Year 1:

Andy Goldsworthy - Mixed media – textures/patterns – local environment (shells/pine cones/leaves/waves). Children will explore the work of the artist and experiment with their

own ideas using natural materials they find. Links will also be made to technology, as children can use photography to develop their work and geography as they explore their local environment.

Lowry - Pupils will sketch and paint buildings, make model using different materials and look at Lowry's work on landscapes. Children will learn more about the artist, what inspired his work and style of painting. In creating their own work, they will develop their skills in colour mixing.

Seurat – Children will explore the work of Georges Seurat and pointillism. They will focus, in particular, on his 'Sunday Afternoon in the Park' painting, using it to inspire their own ideas and designs. They will be taking a trip to the local park to develop sketching and observational skills before refining their final piece of artwork. They will be encouraged to question and review their work, finding ways in which they can develop and improve.

Year 2:

Peter Blake – Children will explore the work of the artist, taking into account why this was his chosen style and the events which influenced his work. The topic will also include an aspect of photography as children can visit the Mersey Ferry 'Dazzle', taking into consideration colours, arks and medium used. Having developed ideas, children will create their own work in the style of Peter Blake.

Piet Mondrian – Children will explore the artist's work and how they feel about his paintings. They will develop their understanding of 'Abstract' art and how and why it is created. They will be given the opportunity to compare his work to that of previous artists they have studied and be encouraged to express their thoughts and feelings. The children will refine their skills by creating work in the artist's style using geometric drawings and collage with a range of materials.

Gakonga – Children will develop their skills experimenting with primary colours to create a desired effect. They will look at how this artist created his work and how his lifestyle was an influence. They will consider how it was his surroundings that gave him inspiration and how we can also do this to create our own. Children will discuss the impact a silhouette and how it draws focus to a piece of work. Children will use these ideas and techniques to create and develop their own art piece.

Year 3:

Cave art – Children will look back at how cave art and paintings were created and when, making historical links back to the Stone Age. They will consider what materials they would have used and why they were mostly of animals and hunting. They will explore what would have influenced them to create this artwork. They will explore the use of natural colours when designing their own piece, with opportunities to work as individuals or with their peers.

Anthony Gormley

Children will be able to take advantage of their local environment in order to visit this artist's sculptures on Crosby beach. They will have the opportunity to record their explorations and

designs in their sketchbooks while studying his work in close detail. They will take time to discuss why he created the Iron Men as well as how.

Clay sculpting – Linking in with their Greek history topic, children will be designing and sculpting their own Greek vases. They will firstly, develop basic techniques with sculpture using clay (rolling, pinching, kneading, coiling) before explaining chosen techniques and reasons for choices. Once their sculpture is complete, they will consider colour and design. Once complete, pupils will be given the opportunity to reflect, review and refine their work.

Year 4:

Leonardo Da Vinci – Children will discover how he was an influential artist from the Renaissance period. They will look closely at his artwork, discussing his style and technique before comparing them with work from artists they have previously visited. Children will discuss and define drawings using subject specific vocabulary. They will be given opportunity to improve their mastery of drawing and sketching skills through observational work.

Roman mosaics – Children will learn how mosaics were used and created in Roman times, linking with the Year 4 history topic. They will explore techniques and skills before developing their own design, creating a Roman inspired mosaic.

Sculpture – recycled materials – Children will be able to use this opportunity to look at how we are impacting on the environment and how we can do something about it. Children will collect recycled materials and then decide how we can use these items again in sculpture. They will consider how to create their sculpture, join pieces together and what they want their overall finished piece to look like. They will discuss how art can be meaningful and deliver a message.

Celtic jewellery – Children will develop their historical understanding of the Vikings by designing their own jewellery. They will look at how beautiful jewellery inspired by mythical beliefs was one of the Viking trademarks and how the children can use this to inspire their own work. Pupils will develop design and sketching techniques before creating their own Viking jewellery from different materials such as card, string or sculpting with clay.

Year 5:

William Morris – Children will develop their knowledge and understanding of the Victorian era by looking closely at the style and techniques of William Morris. They will consider how this repeated patterns were used to create textiles, wallpapers and tapestries. They will consider the influence of nature on his designs and use the repeated pattern technique in their own work to creating a Morris inspired piece of art.

Beatriz Milhazes – Children will use their geography work to make links with this Brazilian artist. They will consider how her contemporary style differs to that of other artists already covered. They will be developing their own art and design techniques, creating work in the style of Beatriz Milhazes, using a range of materials such as paint and pastel. Children will be encouraged to become more experimental with their ideas and materials.

Liver Building (Walter Aubrey Thomas) – Children will have the opportunity to research and develop their understanding of architecture, focusing again on their local area of Liverpool, looking at the Liver buildings. Children will be developing skills on simple perspective in their

work, developing an awareness of composition, scale and proportion. They will use different techniques for different purposes such as shading, hatching etc. The children will discuss and review their own and others' work, expressing thoughts, feelings, identifying ways in which work could be developed further.

Year 6:

Architect: Jesse Hartley – Children will have the opportunity to visit their local area and observe the architecture of the Albert Dock. They will refine their sketching skills while making observational drawings of the buildings, both as a whole as well as in sections. This will provide children with the chance to improve the mastery of their drawing skills. They will take time to consider perspective and viewpoints. Children will refine their use of perspective in their work using a single focal point and horizon. Develop awareness of composition, scale and proportion in their work.

Carl Bernard Bartels – Children will develop their knowledge of the mythical symbol and famous landmark of Liverpool. They will learn more about the history and creator of the Liver Birds. Children will develop their design and sketching skills as well as having the opportunity to use the artwork as inspiration for their own individual creations, using the developed techniques and mediums that they have refined. They will further develop their awareness of composition, scale and proportion in their work.

Joan Miro – Children will create their own surrealist style pieces of artwork having looked at the designs of Joan Miro. They will consider techniques required to achieve desired results. The children will independently use sketchbooks to collect and record visual information from different sources as part of planning for their final piece. Children will draw for a sustained period working on piece, using different techniques for different purposes. They will discuss their work, expressing their thoughts and feelings, explaining their views.

HEALTH AND SAFETY

Children are taught the safe use of appropriate tools and have an awareness of situations where danger may exist. The best way to achieve this is by clear confident demonstration and positive guidance.

The younger children are to be taught how to use scissors and hold them when moving. The batik pot will only be used by Key Stage 2 children when supervised.

Assessment:

Art is a practical process based subject. For assessments to be successful in Art & Design, teachers need to apply their skills in listening, observing, questioning and evaluating activities and products. Art work should not be assessed in isolation from the process of producing them.

Assessment techniques could include:

- Teachers' observation of pupils
- Teacher – pupil discussion and teacher questioning
- Pupil's drawings, notes, models, comments and written work
- Artefacts & artwork made by children
- Pupils' on-going analysis of their achievements
- Photographs of children engaged in the making/creating process

- Book scrutiny alongside other schools within cluster

Children's progress against National curriculum objectives is recorded using Target Tracker. Children's progress is reported verbally during Parents' Evening and on the annual written report.

Children's progress is discussed with designated governor.

Arts week

Arts week will happen biannually for the whole school at the end of the summer term.

During the week, local artists will be invited into the school to further develop the skills and experiences of the pupils. Visits may also be planned for the week, depending on the topic and locality. During this week, we incorporate architecture and textiles.

Monitoring and Evaluating: The subject leader for Art & Design will:

Carry out drop-ins to some classes across each key stage throughout the year, do a scrutiny of sketchbooks and artwork across the whole school and conduct pupil interviews.

Support colleagues in their development and planning, assessment, recording activities and to encourage them to attend any Art courses.

Keep up to date with the development in Art education and disseminate information to colleagues as appropriate.

Deliver staff meetings and support staff in implantation of updated planning.

Develop links with local schools across KS1, 2 & 3, carrying out interschool Deep dives, monitoring books and curriculum and enhancing skills across the subject.

Update and meet with Art & DT governor to discuss progress.

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy written by: K Franklin

Date: February 2024

Review Date: February 2026