

**Whinmoor St Paul's C of E**  
**Primary School**



Art and Design Guidance Document

## **Intent**

At Whinmoor St Pauls Primary, our Art and Design curriculum should promote open-ended creative learning where the emphasis is on the journey. We believe in developing children to become creative, risk-taking individuals; allowing them time to understand risk and explore their ideas. Our aim is that by the time every child leaves primary school they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, or making, or designing, or talking about art. Over the course of their 'Art Journey' pupils will develop their skills across several different domains of art – this will be progressive according to year group. As well as this, pupils will develop their knowledge of key artists, periods of art and how arts links to, and affects, the wider world and their lives. Each term we focus on a different skill (sketching and drawing, surface and colour, working in 3D). All children from Year 1 – 6 have their own sketchbook, where they record their work, which is personalised to them. The teaching staff, together with pupils, have developed an ethos where learning journeys are constantly evaluated and reflected upon step-by-step in order to reach a beautiful end product (a final piece).



## **Implementation**

### ***Curriculum Content Provision for Art:***

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.

### ***Early Years Provision for Art:***

The goal for early years aims to ensure that all pupils:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used



- explore the natural world around them, making observations and drawing pictures of animals and plants
- make use of props and materials when role-playing characters in narratives and stories.

### ***Planning:***

Class teachers are responsible for the planning and delivery of Art lessons. They use the Access Art scheme to guide them with their planning. Pupils understand what a quality end product will look like through exposure to, and analysis of, a focus artist and examples of high standard pieces. Over time, pupils should be encouraged to compare and link the work of different artists (known and new), through their exposure to different artists. Sketchbooks are personal records of learning journeys, showing knowledge, skills, vocabulary development and constant evaluation of the learning journey.

### ***Resources:***

Art resources are stored within classrooms as well as the art cupboard. It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe. The Art Leader will audit resources and ensure a broad provision is maintained. Staff are to advise the Art Leader of any specific resources that are needed for their next unit of work in advance so that resources are in good stock and relevant to the needs of the project.



### ***Monitoring:***

Art is monitored continuously and recorded on Target Tracker twice a year, as in accordance with non-core subjects at WSP. The Subject Leader will observe lessons through regular drop ins and carry out book studies with pupils across the school to ascertain their depth of learning (capturing pupil voice). Regular scrutiny of sketchbooks is completed to assess progression throughout the school and within the individual's own learning journey. Pupil voice is also recorded regularly, so teachers are able to adapt planning and take on board children's comments throughout their learning journey.

In addition to this the children have access to a range of extra-curricular clubs which allow them to develop their skills in Art.

### **Staff Training:**

- The Art Leader will have access to specific training to support and develop their role
- All staff will be encouraged to develop their CPD in-house through observing good teaching and CPD available on Access Art, to support their own teaching
- Staff meetings are held with a focus on Art by the subject leader showing any new developments and new techniques to support teaching and learning journey.

### **Celebrating Art:**

Art and Design is taught as a split curriculum with Design and Technology each term. Children's work is celebrated in each lesson with 'walk rounds' where children can see each other's work and celebrate their hard work during the lessons.

Children have the opportunity to progress and apply their art techniques used throughout the whole of the national curriculum, showing the skills they have learnt.

At the end of the term, classes have the option to showcase their work on displays in entrances throughout the school.

Art shows started in Spring 2024, where final pieces from every pupil were framed and displayed, allowing pupil, parents, and carers to celebrate the wonderful art that is completed within the school.



### **Strategies to support children with SEN:**

In Art, we use a number of evidence-based strategies to support children with SEN. Strategies include:

- Support for SEN children with learning vocabulary; this may include flash cards or picture prompts
- Videos to introduce new concepts and vocabulary learning
- Visual aids and concrete examples will be used to support learning
- Tasks may be 'chunked' into smaller steps
- Vocabulary prompts may be used to support sentence work
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward



- Temporary groups may be established to support learning a particular concept
- Pre-teaching and support with new vocabulary may be used

### **Impact**

Through monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle in Art should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training. Through implementing the key steps identified in the Action Plan, Art should be taught to a high-quality, encouraging pupils to strive to be creative and risk-taking. Pupils should be confident in talking about their knowledge, skills and understanding in the subject. Art should be taught each term, focusing on developing skills in the specific strand of Art. Pupils should be able to discuss how their learning links to prior learning.

In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils' enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.