

Ripponden J&I School



Art Policy November 2022

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Intent

At Ripponden J & I School we intend the teaching of art to give each child the opportunity to be creative, to explore their ideas, to record their experiences and make their own products. Teaching will focus on the art skills of drawing, painting, sculpture, 3-D art, as well as craft and design skills. Children will also gain formal art knowledge which will enable them to progress their art skills. These skills will develop as children progress through school. Children at Ripponden J and I School will learn the language of art by evaluating and analysing art, craft and design works made by themselves and by great artists and designers.

We use the Kapow Combined Art and Design/DT curriculum (Original Scheme) to teach art to our children at Ripponden. This provides a broad and balanced art and design curriculum with a clear progression of skills. This was chosen by teaching staff as the best fit for our school and the needs of the children.

We hope to foster a life-long love of art and appreciation of creativity in all shapes and forms and to learn about the rich artistic cultural heritage of the British Isles and beyond. We intend to display all children's art not only within their class but on school displays and in art exhibitions.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children's Laureate (1999-2001)

Implementation

EYFS Framework and National Curriculum

In the EYFS, we encourage independent and adult-led creative work as this links to the Prime Area of **Physical Development** (EYFS Development Matters 2020) and it is specifically learnt through the area of **Expressive Arts and Design**. We do not use Kapow in Reception, instead art is provided through continuous provision, following the interests of the child and guided by the themes across the EYFS curriculum.

Physical Development in Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, coordination and agility.

Physical Development Early Learning Goal ELG

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
 - Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

Expressive Arts and Design ELG:

Creating with Materials

- 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.

[Art in Key Stage 1 and 2](#)

Art in Key Stage 1 and 2 at Ripponden follows the Kapow Combined Art and DT planning scheme which is based on National Curriculum (2013) guidelines. These are:

At Key stage 1:

- 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 will record our ideas in sketchbooks from Year 1 onwards

At Key Stage 2:

Children will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create **sketch books** to record their observations and use 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, for example, pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

The Kapow Planning scheme

The Kapow Scheme of work is divided up into 4 sections:

Making Skills

Formal Elements

Knowledge of artists

Evaluating

These strands are revisited in every unit of work. In art and design skills and formal elements of art children will practice skills discretely. Lessons incorporate review questions to recap on previous learning from the unit or the year before. Tier 2 and 3 vocabulary for art techniques, processes and equipment is taught within the units and reinforced throughout the year. These skills will be revisited in other units and revisited again and again in increasing complexity as children progress through school.

The *Combined Art and DT Curriculum Overview* shows how Kapow relates to the National Curriculum and as well as how the 4 strands are covered. The *Progression of Skills* document shows the skills learnt in each year group and how they develop to ensure that attainment targets are securely met by the end of each key stage.

Kapow's art and design curriculum develops pupils' knowledge and understanding of key artists and art movements through *Every Picture Tells a Story* units and links to artists through practical work. Pupils are supported to make their own creative choices and decisions in the scheme, so that outcomes are unique and personal as well as being knowledge-rich.

The units of work from Kapow have been arranged to try to match with the themes of the half term in Year 1-6. The order of the units is found on our school's Art and DT Long Term Plan. This is available on our website and in the subject leader's art file. Medium Term plans are found on the Kapow website (Outcomes sheet) and in the subject leader's art file. The art subject leader reviews these plans and ensures that the units are being covered according to the Kapow curriculum. The art subject

leader carries out pupil voice and book looks or gathers photographic evidence to ensure this.

Teaching frequency

Children will engage with art daily in Early Year Foundation Stage (EYFS). There will be opportunities for painting, modelling and crafting available for children to choose independently in the class continuous provision. Children will also be able to access art freely in the outdoor learning areas. There are also plentiful adult-led art activities relating to the current theme of work which will involve teaching a specific skill or learning about a specific artist.

From Year 1 onwards, Art at Ripponden follows the Kapow Combined Art and DT long term planning (Original Scheme), where 3 half terms are devoted to art and 3 to design technology. Art in KS1 is taught in blocks, with lessons 2-3 times a week for approximately a week and a half. Art in KS2 is taught weekly in 3 half-terms across an academic year.

Inclusion and differentiation

We recognise the fact that we have children of differing abilities in all our classes, and engage with the differentiated suggestions to enable all children to be successful. Pupil videos are available for every lesson, so that all children can see the lesson demonstrated by experts.

Resources

We have a range of resources to support the teaching of art across the school. All our classrooms have a range of basic resources and equipment. A range of art paper, printing and sculpting materials are kept in the art cupboard in the main corridor. Teachers order their art resources in Summer 1 for the upcoming academic year. Kapow is also an excellent teaching resources for teachers to brush up on their art skills/ Each unit of lessons has videos to help teachers improve their skills and to support them to deliver lessons of a high standard that ensures pupil progression.

Health and Safety

All children are made aware of health and safety guidelines regarding the use of art and design equipment, tools and materials. Staff ensure they have modelled the safe and correct usage of all tools and equipment prior to the children's use. Staff ensure all children are wearing the correct protective clothing at all times and hand washing procedures take place after the handling of all materials and resources.

The Subject Leader's Role

The role of the Art Subject Leader is to:

- advise and support staff in planning teaching and learning of art;

- formulate and carry out an action plan on a yearly basis;
- update the school's policy and Long Term Plans
- support staff with art techniques;
- identify and order appropriate resources and monitor and maintain their condition and availability;
- report to the Governing body;
- monitor teachers' evidence as part of on-going subject monitoring and evaluation of practice;
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to;
- keep up-to-date on the use of art in the curriculum and update staff accordingly;
- promote art throughout the school e.g. organise art displays and investigate competition opportunities;
- to monitor use of the sketchbook throughout Years 1-6

Learning beyond the classroom

We have a crafting club once a week which is very popular. Art is also promoted beyond the classroom through displays in classrooms. The main corridor has a large display of art work from each class, based on a wellbeing theme. Twice a year we invite parents into the hall to celebrate the children's art in a whole school art display.

Impact

Marking and feedback

Children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in dialogues and decision-making processes, children will remember facts and key information about art as well as talking about their learning journey.

Art work is not marked at Ripponden J and I School, but ongoing verbal feedback is given to children throughout their art lessons. Feedback is also given at the start and end of lessons to the class as a whole. Opportunities to revisit work in sketch books or photographs of previous work are provided in class and during Pupil Voice.

Assessment

Assessment in foundation subjects takes place in many forms, including quizzes, paired work, participation in class activities and marking of work. Teachers have a good knowledge of children's ability in art from observing them working during lessons. They can talk with authority about which children do well and those which need more support.

Teachers identify key, essential questions from the units of work in art. These are deemed to be the most important aspects of learning that are needed to be built upon in further studies. These questions are then used in subsequent years as

'Flashback 4s' to maintain the knowledge fresh in the children's minds and create the 'sticky learning' that we know is so important.

Monitoring

Subject leader monitoring is given a high priority and time is given for monitoring activities. During monitoring activities, the subject leaders look at planning, look at children's work and speak with children. This is then triangulated when they speak to the class teacher. Due to these activities, the subject leaders can be confident of the standards in their curriculum areas.

The subject leader monitors the implementation of art at Ripponden J and I School by collating all the school's Medium Term plans for art in the art folder. Time is given to the art subject leader to monitor planning, look at children's work and to collate pupil voice. The art subject leader keeps evidence of the children's work in an art folder on the school server and it will also be stored in sketchbooks.

Reporting

Children's ability in art is reported in end of year reports against National Curriculum attainment levels. In the EYFS, art work may be uploaded in photographs to Target Tracker as part of the ongoing assessment and assessed against the EYFS Early Learning Goals.

Impact of art on the children at Ripponden J and I School

- produce creative work, exploring and recording their ideas and experiences
- be proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using subject specific language
- know about great artists and the historical and cultural development of their art.
- meet the end of key stage expectations outlined in the National Curriculum for art and design

Date of Ratification:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)
Review date:		Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS)