



St Leonard's Church of England Primary School

Art and Design Policy

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Following in Jesus' Footsteps...





St Leonard's Church of England Primary School **Art and Design Policy**

"Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world."

This Art and Design Policy is intended as a framework to enable the pupils at St Leonard's Church of England Primary School to be inspired to create, experience, and participate in great arts and culture.

This is in line with the school's mission statement:

Our mission is to nurture happy, confident children, growing and learning together in the footsteps of Jesus Christ.

This policy should be read in conjunction with other policies including:

- Early Years Policy
- Special Educational Needs and Disability Policy

Intent

St Leonard's Church of England Primary School Art and Design Curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We aim to give pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Our Art and design Curriculum intends to ensure that children:

- Develop mentally, socially, and emotionally
- Develop creative problem-solving skills
- feel more self-confident and proud of their creative achievements
- Understand difficult concepts by presenting them visually with the development of motor skills, language skills, decision-making, risk-taking, and inventiveness
- Boost critical thinking, teaching children to take the time to be more careful and thorough in how they observe the world
- Connect with their own culture as well as with the wider world
- Develop creative thinking, independence, problem-solving, hand-eye coordination and communication.



Implementation

Art and Design in Early Years Foundation Stage (EYFS)

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The skills taught across EYFS feed into the teaching of art and design (National Curriculum) as the children progress through school. In EYFS, children are given opportunities to develop prerequisite skills for art and design within the National Curriculum. Units of work from 'Kapow Primary' have been adapted to ensure our children follow a bespoke curriculum. The most relevant statements (taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three- and Four-Year-Olds and Reception) are taught, monitored and evaluated to match the programme of study for art and design.

The most relevant statements for art and design are taken from the following areas of learning:

- Physical Development
- Understanding the world
- Expressive Arts and Design

Focussing on Expressive Arts and Design, it is broken down into two aspects:

- Exploring and using materials
- Being imaginative

ELG: Creating with Materials (Artistic and Design knowledge)

- 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;
- Make use of props and materials when role-playing characters in narratives and stories.

We provide a balance of child-led and adult-led experiences for all children that enable development in these areas to meet the curriculum expectations. We encourage the development of skills; knowledge and understanding that help Little Lennie's and Reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals.

ELG: Being Imaginative:

- Create artwork from a range of ideas and their own imagination
- Talk about their own and others work
- Recognise what is similar and what is different in their own and other's work
- Recognise that other artists have drawn and painted the same things that they do



- Look at the work of illustrators in picture books and how art can tell stories.
- Consider how artists in other cultures use art to tell stories.

These activities, taking place both indoors and outdoors, attract the children's interest and curiosity. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

KS1 and KS2

St Leonard's Art and Design Curriculum fulfils the statutory requirements outlined in the National Curriculum (2014).

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
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From these aims we follow five strands which run throughout our Art and Design Curriculum:

Making skills	Generating ideas	Formal elements	Knowledge of Artists	Evaluating
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These five identified strands that run throughout and are repeatedly revisited and developed through units in a spiral structure.

The units cover each of the National Curriculum Attainment targets as well as each of these five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

The Kapow Primary's scheme gives an overview of the skills and knowledge covered in each unit and how these develop through the scheme of work, ensuring that we provide opportunities for progression at St. Leonard's. As we have mixed-age classes in school, Year 1 to Year 4 follow a two-year rolling programme and our art and design curriculum is organised into Cycle A and Cycle B. Our 'Long Term Curriculum Overview' outlines how we follow the Kapow Primary's Art and Design Scheme of Work across these two cycles. This year, **2024-2025**, we are following **CYCLE B**. In EYFS and Year 5 and Year 6, the children access year appropriate units of work due to the fact they are taught as single year groups.

Activities in art and design are planned so that they build upon prior learning of the children. Focused practical tasks allow children to fine-tune their skills. We give children of all abilities the opportunity to develop their skills, knowledge and understanding so that the children are increasingly challenged as they move through the school. Lessons begin with 'Attention



Grabber' starters to engage pupils. In our motivating lessons you will see demonstration videos; points for discussion; IWB presentations; success criteria; key questions; relevant vocabulary; differentiation and extension activities.

'Kapow' art and design scheme of learning provides fully planned units with the following resources:

- Quiz and knowledge catcher – baseline assessment
- Knowledge organiser – to be used as a title page and referred to throughout and after each unit
- Outcome snapshot – to see what children are working towards
- Sequence of lessons with resource lists
- CPD video to support teaching and learning

Knowledge organisers

Knowledge organisers for every unit are used to promote correct use of rich vocabulary linked to units and to encourage recall of vocabulary and key facts.

Teacher support & training

To support teachers and pupils, CPD is built within resources include access to pupil videos with art techniques modelled by experts, to ensure development of subject knowledge and high quality teaching to ensure pupil progression. Additionally, the subject leader's role is to support colleagues, to continue to inform about current developments in the subjects and give clear direction for the subject in school.

Progression of skills and knowledge

Our art and design skills and knowledge progression documents outline how *skills and knowledge* are built within each year group and phase and develop to ensure that attainment targets are securely met by the end of each key stage.

Skills

The *Formal elements of art* give pupils the opportunity to learn and practice skills discreetly. These skills are then applied to other units of work. Key skills are repeatedly revisited with increased complexity in a spiral curriculum model. This allows pupils to revise and rebuild on their learning.

Formal elements of art skills:

- Line
- Shape
- Tone
- Texture
- Pattern
- Colour

Knowledge:

- Procedural Knowledge
- Conceptual Knowledge - Explore ideas and record feelings and experiences



- Factual Knowledge - Learn about great artists and craft and design. Learn how artists use the formal elements of art
- Metacognitive Knowledge - Evaluate and analyse own and others work
- Language

Structure of learning

Early Years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Drawing Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Painting and Mixed Media Exploring paint and painting techniques (finger painting) through nature, music and collaborative work.	Craft and Design Developing cutting, threading, joining and folding skills.	Artist: Picasso Spring craft Learning about the patterns, colours and symbolism of mandalas to create their own.	Artists: Van Gogh Summer craft Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.	Sculpture and 3D Exploring the sculptural qualities of malleable materials and natural objects.
Reception	Drawing Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Painting and Mixed Media Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Craft and Design Developing cutting, threading, joining and folding skills through fun, creative papercraft projects.	Artists: Klee and Kandinsky Spring craft Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.	Artists: Monet Summer craft Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.	Sculpture and 3D Exploring the sculptural qualities of malleable materials and natural objects, developing the use of tools and joining techniques; designing and making clay animal sculptures.

Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Art and Design Skills Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.		Formal elements of art Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.		Landscapes using different media Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.	
Cycle B	Formal elements of art Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.		Sculpture and Mixed Media Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.		Art and Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes.	



Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Prehistoric Art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.		Formal Elements of Art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark.		Craft Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills. Art and Design Skills Lesson 2 and 3 Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.	
Cycle B	Art and Design Skills Introduction to Sketch books Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'.		Formal Elements of Art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.		Every picture tells a Story Children learn to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored.	

Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Formal elements of art Architecture Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.		Every picture tells a story Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside.		Design for a purpose In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts.	
Year 6	Still Life In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.		Make my Voice Heard Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer.		Art and Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a 'hat', creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper. *Optional (time-dependent)	



Equal opportunities for All:

Making art is a way to communicate and respond to experience. Every child's response is unique and activities in art and design are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art and design curriculum.

At St Leonard's we strive to create a caring community. We aim to ensure children have access to the fullest possible range of artistic activities that are diverse and inclusive.

Additional support methods:

Show how to ghost draw shapes on the paper to help them.

Show how to sketch lightly with a sharp pencil.

Help to build the drawing from simple shapes such as circles, squares.

Provide tracing and copying facilities wherever possible and appropriate.

Provide one to one support where possible and do small demonstrations on scrap pieces of paper.

Break the task up into smaller sections.

Provide good resources on the whiteboard and/or handouts.

Think of more simplistic alternatives with strong outlines.

Tracing cartoons is a very good way of improving the fine motor skills.

If necessary start off with a few basic guidelines, just enough to get them going.

Put a homework book together of activities to help develop motor skills.

Providing next steps of learning:

If a pupil finishes their work quickly, ask them to check it and think about how they might improve it. Refer to the assessment questions at the end of this document. When drawing and painting, pupils finishing early can nearly always improve their use of colour, shading and/or the tone in their work. They should be asked to think about how THEY would like to extend their artwork.

We will consider cultural diversity by:

- Examining designs of everyday objects, which reveal the variety of customs and values.
- By appreciating the variety of art, craft and design forms and the purposes they serve.
- By observing and recognising that art, craft and design forms differ from culture to culture.
- By considering and recognising the different approaches taken by artists, designers and craftsmen in their work.
- By encouraging pupils to talk and express their ideas and feelings about art, craft and design.

Key artists

At St Leonard's Church of England Primary School, our Art and design Curriculum develops pupil's knowledge and understanding of key artists and art movements through the *Every picture tells a story* units and links to artists through practical work. Units are fully scaffolded and support essential and age-appropriate sequenced learning. Creativity and independent outcomes are robustly embedded, supporting pupils in learning how to make their own creative choices and decisions to create unique knowledge rich outcomes.



Knowledge of Artists, Craftspeople and Designers:

	Nursery	Reception	KS1	LKS2	Year 5	Year 6
Cycle A	Pablo Picasso Vincent Van Gogh	Paul Klee Claude Monet Wassily Kandinsky	Art and Design Skills Louis Voin Kandinsky Formal Elements of Art Boris Mikhayev Bridget Riley David Hockney and Vija Celmins Jasper Johns Landscapes using Different Media Renoir, Sorolla and Peder Severin Kroyer	Prehistoric Art Prehistoric Artists Formal Elements of Art n/a Craft n/a Art and Design Skills Carl Giles Diego Velazquez	Formal Elements of Art Architecture Hundertwasser Every picture tells a story Banksy Rorschach John Singer Sargent Magdalene Odumbe Design for a purpose n/a	Still Life Iberé Camargo Paul Cézanne Jerome Funk Make my Voice Heard Kathe Kollwitz Pablo Picasso Mark Wallinger
Cycle B			Formal elements of art Max Ernst Ed Ruscha Sculpture and Mixed Media Roy Lichtenstein Art and Design Skills Nancy McCroskey Clance Cliff	Art and Design Skills Luz Perez Paul Cézanne Barbara Hepworth George Morandi Formal Elements of Art n/a Every picture tells a Story David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Leonardo Da Vinci		Art and Design Skills Claude Monet William Morris Edward Hopper

Sketch books

Pupils use sketch books to document their ideas in a practical, exploratory and experimental way. Guidance and support are given to teachers and pupils in the early stages of our move to sketch book use. And revisited at the beginning of certain units.

Health and Safety

- Teachers will always teach and model the safe use of tools and equipment and insist on good practice.
- Children will be taught how to take steps to control risks.
- Risk assessments will be noted on planning and evaluated.

Additional opportunities

Corridor displays
Worship Responses
Cross-curricular opportunities
Art and Craft Club
Experience days
Visitor artists

Impact

Assessment

The impact of Kapow Primary's scheme is constantly monitored through both formative and summative assessment opportunities. At St Leonard's we recognise assessment as an integral part of the teaching and learning process. We aim to share and discuss pupil's ideas. We appreciate responses made by pupils and do not impose our likes and dislikes. When assessing work we consider both the process undertaken and the end product. Aims and objectives identified will



form part of our assessments. When compiling pupil records teachers will consider attitudes, e.g. confidence, enthusiasm and flexibility.

Assessment takes place regularly and teachers assess work in art and design by making observations of the children working during lessons. Teachers use the Kapow assessment checklists within each lesson and adjust planning accordingly to understand and meet the needs of the pupils in their class. Assessment quizzes and knowledge captures are used both at the start and at the end of each unit to assess progress. The subject leader and class teachers track pupil progress using the Kapow 'Art and Design Progression of skills and knowledge'.

Assessment relates to the learning objectives for each art activity.

Assessment procedures can include individual art portfolios or sketch books containing selected, dated, annotated pieces or whole class discussion about work at the end of each stage of its development.

Examples of formative questioning for assessment:

<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p>
<p>Year 1 – Vocab & Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about what you are making. • What might you do next? • Tell me about what you have made.
<p>Year 2 – Vocab & Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making. • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made. • What would you like to explore more of?
<p>Year 3 – Vocab & Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of?
<p>Year 4 – Vocab & Assessment Questions</p> <ul style="list-style-type: none"> • Tell me about that you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of?



Year 5 – Vocab & Assessment Questions

- Tell me about that you are making and what inspired you.
- What might you do next?
- Tell me about the materials and techniques you are using.
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed.
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Year 6 – Vocab & Assessment Questions

- Tell me about that you are making and what inspired you.
- What might you do next?
- Tell me about the materials and techniques you are using.
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed.
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"

The expected impact of our Art and Design Curriculum is that children will:

- 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

Monitoring

Evidence of the children's work can be found in their floor books (EYFS) and sketch books Years 1-6. Due to the practical nature of art and design, some work undertaken by children can also be in the form of photographs which show the creative process. The subject leader is responsible for monitoring work and sharing findings with relevant members of staff to improve the teaching and learning in art and design at St. Leonard's.

After implementation of the art and design scheme, pupils should leave school equipped with a range of techniques and the confidence and creativity to form a strong foundation to Key Stage 3 Art and design learning and beyond.

It is expected that children will:

- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subjective 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.

Additionally, it is expected that children will have developed a love for art and be inspired to create, experience, and participate in great arts and culture.