



Art, Craft & Design Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

Please also refer to the No Platform, Visiting Speaker Policy.

Owner – D/T Coordinator

Date for review – September 2024

West Heath Primary School's Policy for Art, Craft & Design

Aim

The purpose of this policy is to outline our approach to teaching and learning in Art, Craft and Design, and to establish the principles that guide our practice. It aims to ensure consistency in art education across the school, ensuring that all pupils have the opportunity to explore, create, and evaluate a wide range of artistic processes and outcomes. Through these hands-on experiences, pupils will gain a deeper understanding of the visual world around them, engaging in activities that are appropriate, relevant, and challenging. This policy is designed to nurture pupils' curiosity, inspire their creativity, and develop their ability to express themselves through art.

Curriculum Intent Statement

'Our aim at West Heath Primary School is to foster greater imagination and creativity in all our pupils.'

At West Heath Primary School, we want children to engage with the arts regularly and explore a range of materials, tools, techniques, and media. Children will experience the fundamentals of art through a broad and balanced curriculum, including exploration of the work of a wide range of artists and makers. They will be guided in the skills required to explore, analyse, and discuss art and be encouraged to combine their knowledge of what constitutes art, specific artists, and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

- Pupils have enough curriculum time to develop their art, craft and design knowledge and skills incrementally.
- The Curriculum encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses.
- It provides flexible options, enabling links to other topics and resulting in more creative outcomes.
- The curriculum builds, incrementally, pupils' knowledge of the practical, theoretical, and disciplinary learning.
- The curriculum provides teachers with greater clarity over knowledge and skills progression within the four areas.
- The curriculum has an emphasis on developing children's use of sketchbooks throughout to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome.
- Teachers will build in confidence that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought. (National Society for Education in Art and Design, February 2022, pg10). At an individual level, a high-quality art education can build pupils' ability to 'appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent'. (Making a Mark, Ofsted, March 2012). At its best, the subject is both intellectually challenging and creatively demanding. (Research review series: Art and Design, Ofsted, February 2023).

Kapow Primary's revised Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas

and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Kapow Primary is an Artsmark partner and can support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Curriculum Implementation Statement

The Kapow Art scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

The units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary. Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Curriculum Impact Statement

Kapow Primary's curriculum is designed in such a way that 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 regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- 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.

Organisation

EYFS

In the Early Years Foundation Stage (EYFS), children should be introduced to art, craft, and design in a playful and exploratory environment. They should have the opportunity to experiment with a variety of materials, tools, and techniques, such as painting, drawing, sculpting, and collage. Through these creative activities, children will develop their fine motor skills, hand-eye coordination, and sensory awareness. By the end of EYFS, children should be able to express their ideas and feelings through simple art projects, recognise and explore different textures, colours, and shapes, and demonstrate the ability to use basic tools and materials with increasing control. They should also begin to show an appreciation for their own work and that of others, displaying confidence in their creative abilities and a growing curiosity about the visual world around them.

KS1

In Key Stage 1 (KS1), children should build on their early experiences in art, craft, and design by developing their ability to use a range of materials creatively and with increasing skill. They should explore and experiment with different techniques such as drawing, painting, printing, and constructing simple models. Throughout KS1, children will begin to understand the basic elements of art, including colour, line, shape, and texture, and how these can be combined to create different effects. By the end of KS1, they should be able to create their own artworks, express their ideas and emotions visually, and talk about the choices they made in their creative process. They should also start to develop an appreciation for the work of various artists and craftspeople and be able to compare their own work with others, reflecting on what they like and what they might improve.

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> 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
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: <ul style="list-style-type: none"> 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, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	<ul style="list-style-type: none"> 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.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	

KS2

In Key Stage 2 (KS2), children should further develop their skills and understanding in art, craft, and design by engaging with a broader range of materials, techniques, and artistic concepts. They should have the opportunity to experiment with more complex processes such as sketching, painting with different mediums, sculpting with various materials, and exploring digital art. Throughout KS2, children will deepen their understanding of the elements of art, including form, space, tone, and pattern, and learn how to use these elements to enhance their creative work. By the end of KS2, they should be able to create detailed and thoughtful artworks, reflecting their own ideas, experiences, and imagination. They should also be able to critically evaluate their work and that of others, offering constructive feedback and considering how they can develop their techniques and concepts further. Additionally, children should gain an appreciation for a variety of artistic styles and cultural influences, understanding how art can communicate ideas and tell stories across different times and places.

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> 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) 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.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> About great artists, architects and designers in history.
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> 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. About great artists, architects and designers in history.

Practical Knowledge

All pupils at West Heath Primary school will have the opportunity to develop their **technical proficiency** by:

- Using 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.
- Using a range of materials creatively to design and make products.
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- Creating sketch books to record their observations and use them to review and revisit ideas.
- Improving their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Developing 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.

Theoretical Knowledge

All pupils at West Heath Primary school will have the opportunity to learn about **cultural and contextual content** by:

- Considering the meanings and interpretations behind works of art that they study and explore artists' materials and processes.
- Knowing 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.
- Learning about great artists, architects, and designers in history.

Disciplinary Knowledge

All pupils at West Heath Primary school will have the opportunity to learn how art is **studied, discussed, and judged** by:

- Asking and understanding, what is art?
- Understanding, why people make art?
- Understanding, how do people talk about art?
- Developing 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.
- Learning about great artists, architects, and designers in history.
- Knowing what kind of art, craft and design work is currently being created and celebrated in galleries, industry, and the fields of new and emergent technology.

Inclusion

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils.” National Curriculum, QCA, 2008. The curriculum is there to be changed, where necessary, to include all pupils. The statutory ‘inclusion statement’ in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers should:

- Set suitable learning challenges.
- Respond to pupils’ diverse learning needs.
- Overcome potential barriers to learning and assessment for particular individuals and groups of pupils.
- Choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group.
- Modify the curriculum to remove barriers so all pupils meet the same objectives.

Planning for pupils with SEN and/or disabilities should be part of the planning that is done for all pupils, rather than a separate activity. It should include the approaches that will be used to remove barriers for pupils with SEN and/or disabilities and any smaller steps needed to achieve the learning goal as well as provision of additional resources. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so teachers should look at a range of opportunities for pupils to demonstrate what they know and can do.

Wider Opportunities

All pupils at West Heath Primary school will have the opportunity to **explore the wider art curriculum** by:

- Participating in after school art, craft, and design clubs.
- Experiencing, listening, and appreciating professionals within the art industry.
- Learning about art culture and repertoire from external providers.
- Visiting external art establishments/displays.
- Displaying and celebrating their Art in school and at the arts festival.

Pedagogy & Assessment

- Teachers routinely model work effectively, provide clear explanations and point out connections between content, supporting pupils, including pupils who need the most support, to learn the curriculum in the long term.
- Teachers are clear about what they want pupils to learn. They make sure that pupils practise the building blocks of subject knowledge along the way. Pupils have sufficient repeated encounters with concepts, they have sufficient practice ‘in the moment’ when learning practical knowledge.
- Teachers design and plan activities; they are clear about the knowledge they want pupils to learn. Teachers use the teaching methods that will best enable pupils to know and remember this content in the long term.
- Teachers plan classroom activity to teach disciplinary knowledge and are clear about which concrete examples they require pupils to use.
- Teachers plan alternative sites for learning, such as galleries, exhibitions, community projects and/or the studios of practising artists, designers, and craft-makers.
- Teachers make subject-specific adaptations to activities for pupils with SEND, where appropriate, without lowering expectations.
- Formative Assessment – Occurs throughout the learning process, through dialogue and conversation. The curriculum is built around the several assessment areas: generating ideas, using sketchbooks, making skills (Including formal elements), knowledge of artists, evaluating and analysing.
- Self and Peer Review – It builds on the long tradition of the ‘crit’ or ‘critique’ prevalent in the wider world of art educations. Pupils know objectives and success criteria to enable them to review successfully.
- Summative Assessment – Assessment materials and quizzes are used for each unit of work. Art does not always have a linear path, because we need to value creativity and individuality. Progress is demonstrated using sketchbooks to record ideas, reflections, critical analysis of artists, and development of technical skills. Each sketchbook is unique, enabling pupils to develop their independence and creativity.

Role of the Subject Coordinator

The art coordinator plays a vital role in fostering creativity and promoting the importance of art education among young students. Their responsibilities typically include:

- **Curriculum Development:** The art coordinator designs and implements an art curriculum that aligns with the school’s overall educational objectives. They ensure that the curriculum covers a variety of art forms, techniques, and cultural perspectives, and that it meets the national standards.
- **Lesson Planning and Support:** They assist classroom teachers in planning and delivering art lessons. This might involve providing resources, lesson ideas, and guidance on how to integrate art into other subjects like history, literature, and science.
- **Resource Management:** The art coordinator manages the art supplies and resources, ensuring that teachers and students have access to the materials they need for their projects. They may also be responsible for ordering and maintaining these supplies.
- **Organising Events and Exhibitions:** They organise school-wide art events, such as art shows, exhibitions, and competitions, to showcase students' work. These events often involve collaboration with parents, local artists, and the wider community.
- **Teacher Training and Development:** The coordinator may provide training and professional development opportunities for teachers to improve their art instruction skills. This could include workshops on new techniques, technologies, or methods in art education.

- **Promoting Art in the School Culture:** The art coordinator advocates for the importance of art in the school curriculum. They work to create an environment where art is valued and integrated into daily school life, including displays of student work around the school.
- **Collaboration and Networking:** They may collaborate with external organisations, local artists, and cultural institutions to bring additional resources and opportunities to the students. This could include organising trips to museums or inviting guest artists to the school.
- **Student Development and Support:** The coordinator works closely with students to encourage their artistic development, providing support, encouragement, and feedback. They might also identify and nurture talented students, offering them extra opportunities to develop their skills.
- **Monitoring and Evaluation:** They assess the effectiveness of the art program and make improvements as needed. This could involve evaluating student progress, gathering feedback from teachers, and staying updated on best practices in art education.
- **Incorporating Technology:** The art coordinator might also explore the use of technology in art education, introducing students to digital art tools and techniques, and ensuring that the school's art program evolves with technological advancements.

Overall, the art coordinator plays a crucial role in ensuring that art education is vibrant, inclusive, and effective, helping to nurture creativity and a love for the arts in pupils.