

Art and Design Policy



Cranbrook Primary School

*Our Children Today,
Our Future Tomorrow*

Updated Autumn 2021

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Cranbrook
Primary School

Introduction

At Cranbrook Primary School (CPS), in designing our curriculum, we believe it is crucial for all of us to be aware of the needs of our school community, so that the teaching and learning opportunities offered to our pupils during their time here are relevant to their needs and provide them with essential life skills for their future lives beyond CPS.

Our School Values

RESPECT, COURAGE, EXCELLENCE, DETERMINATION, FRIENDSHIPS, EQUALITY, INSPIRATION

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

CURRICULUM DRIVERS

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

Art and Design Intent

At Cranbrook Primary, we intend to engage our children in exploring different forms of art, craft and design in order to enable them to develop knowledge and skills to **experiment, express, and create** their own works. By offering them a wide variety of **culturally diverse material**, we want to enhance their **critical thinking skills**, develop their **cultural capital** and a deeper understanding of the subject, as well as art forms that have shaped our history and diverse culture. Through an enriched, memorable curriculum of self-discovery and expression, we want our pupils to develop a love and appreciation of art and use it as a form of **communication and self-help skill for reflection**.

Implementation

Our curriculum design is based on the following principles:

Long-term memory

Learning is most effective with spaced repetition. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. A spiral curriculum supports our pupils with their long term memory.

To encourage retrieval, **threshold concepts** and **knowledge categories** are highlighted at the beginning of a new unit of work and each lesson, to assess knowledge of prior learning and to set up the application of knowledge and skills to new contexts.

Other strategies to encourage memory retention include:

- Memory tasks at the beginning of each lesson
- Teaching art through skills that are repeated in each Milestone – to aid Mastery and depth
- Referencing the 'big ideas' (**threshold concepts**) in lessons
- Understanding the knowledge categories for each lesson that underpins the skills

Vocabulary

Teaching ambitious and challenging vocabulary linked to the different areas of the ART curriculum is a priority in developing the children's spoken and expressive language about their work. Pupils are encouraged to refer to a bank of art specific words to discuss their work such as mood, texture, space, value, line, colour, shape and form. Cross curricular links are encouraged e.g with history and understanding the chronology and periods of time when evaluating pieces of work by notable artists. Teachers refer to super six key words in every lesson and these are applied to the working wall to support memory and retention.

Implementation

Our curriculum is based on the National curriculum programmes of study for Art. In addition, we use the Chris Quigley document 'Essential skills' to support our planning.

The focus is to ensure there is a clear sequence of learning across the school which builds progression and skills, whilst ensuring coverage of all the key skills in a way which allows repetition for a deeper level of learning.

Opportunities are provided to make links with other subjects, which enables our children to retain knowledge and apply skills in new and more practical contexts.

Each year group undertakes three projects per year; one per term. Across each phase (EYFS, KS1, Lower KS2 and upper KS2), children will cover the main art forms:

- Drawing
- Painting
- Sculpture
- Printing
- Collage
- Digital Media

Each project focuses on a build-up of skills, culminating in a final piece which allows children to apply their newly learnt techniques to a different subject. Throughout their Art education at Cranbrook, children are exposed to artworks from artists across the globe, both past and present. In addition, children explore a wide range of different media, allowing them to make autonomous choices over their art pieces, considering the visual, textural and sensory impact of different media.

Year Group	Autumn	Spring	Summer
Early Years	<i>Drawing and Painting</i>	<i>Collage</i>	<i>Printing</i>
1	<i>Collage</i>	<i>Printing</i>	<i>Painting</i>
2	<i>Drawing</i>	<i>Sculpture</i>	<i>Digital Media</i>
3	<i>Digital media</i>	<i>Printing</i>	<i>Collage</i>
4	<i>Drawing</i>	<i>Painting</i>	<i>Sculpture</i>
5	<i>Printing</i>	<i>Collage</i>	<i>Drawing/Painting</i>
6	<i>Sculpture</i>	<i>Drawing/Painting</i>	<i>Digital collages.</i>

Drawing

Painting

Sculpture

Printing

Collage

Digital media

Planning

To support with planning, we have invested in the Chris Quigley Art and Design Curriculum Companion. This document provides a comprehensive overview of different art styles, broken down into the different milestones, providing a clear guide for each phase of primary education.

Alongside the guide, the Curriculum companion also contains examples of POP (Proof of Progress) tasks for each art style which will enable children to demonstrate their level of understanding at a level suitable for them. These tasks are clearly differentiated, to ensure that children of all abilities are able to demonstrate their understanding at a level suitable for them. In addition, to support staff subject knowledge, we have a resource bank of guides to different art forms and techniques, ensuring that staff subject knowledge will always be a strength in the arts.

Race and Equity-Decolonising the Curriculum

As choices can be made in our teaching of the art national curriculum, we are focusing on areas linked to our children's heritage including the Islamic civilisation, the Indian subcontinent, the continent of Africa and of Europe. In addition, the children's backgrounds are represented and celebrated across the curriculum, through a range of resources, materials and links, so that Black, Asian and European pupils recognise and relate to their own heritage. For example, in Year 4 pupils learn about diverse artist Frida Kahlo to link with their Rainforest topic.

Equal Opportunities

We aim to provide all our pupils with the opportunity to succeed not only in statutory curricular subjects, but to participate in and engage positively with a range of art materials, art galleries, artists in residence. We particularly target the most disadvantaged, to ensure they gain the knowledge, experiences and 'cultural capital' necessary to become educated citizens and to succeed in life.

Opportunities to enhance cultural capital include Stunning Start, Marvellous Middle, Fantastic Finish days, visitors and educational visits. Examples of these are pupils in year 2 make an undersea seascape for their Titanic theme, whilst year 3 explore Caves of Lascaux art drawings for their Beliefs topic.

Blended Learning

In the result of any child having to isolate, Cranbrook offers a blended learning approach in order for the children to continue with the Art curriculum. Children will be taught through a combination of live lessons on Teams, independent tasks, as well as through educational links available on the school website such as Oak National Academy videos and BBC Bitesize activities specifically chosen by their teachers to support their learning.

Impact

The successful implementation of our art curriculum, will result in learners being confident in expressing themselves in a variety of different art forms. They will be able to confidently discuss works of art and share their opinions. Over time, there will have been a marked improvement in both skills and knowledge acquisition. Children at Cranbrook will enjoy art and be able to communicate their appreciation of art as a form of expression. Assessment will be used on an ongoing basis by class teachers to ensure that children are knowing more, remembering more and progressing more

Developing well-rounded individuals / Personal Development

- Pupils have high aspirations, are curious and independent young people, with a passion for learning about Art and Design
- Children embody our school values, British values and challenge racism and other forms of discrimination through the study of popular art work
- Pupils are critical thinkers who understand different perspectives – including those affected by colonialism, past and present when evaluating the work of others.
- They are prepared for their next stage of learning with strong communication and interpersonal skills.
- Children have a sense of responsibility for their community and environment at both a local and global level. They understand that art can be a platform and means of communication.
- Pupils understand how they can pursue a career in art e.g illustrator, fashion designer, fine artist, graphic designer, or computer generated designer (CGA)

Assessment

Class teachers will also carry out ongoing assessment with a focus on the technical skills learnt during the learning journey. There is a three tier assessment system of Beginning, Advancing and Deep which should be applied across each phase of KS1, lower KS2 and upper KS2. Children in the lower year group of the phase would be expected to be working within the beginning and advancing tiers of each skills, whilst children in the upper year group should be working between advancing and deep. For example a child in year 5 should be working within beginning for most skills, or advancing if they are a more able student. The same child in year 6 would be working within advancing in year 6, or deep if they are a GD student.

See Appendix 1 for Teacher Assessment Sheets

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Appendix 1: Teacher assessment sheet

Year 1&2 _____ can...

	Beginning	Advancing	Deep
Develop ideas			
• Respond to ideas and starting points.			
• Explore ideas and collect visual information.			
• Explore different methods and materials as ideas develop.			
Master Techniques: Painting			
• Use thick and thin brushes.			
• Mix primary colours to make secondary.			
• Add white to colours to make tints and black to colours to make tones.			
• Create colour wheels.			
Collage			
• Use a combination of materials that are cut, torn and glued.			
• Sort and arrange materials.			
• Mix materials to create texture.			
Sculpture			
• Use a combination of shapes.			
• Include lines and texture.			
• Use rolled up paper, straws, paper, card and clay as materials.			
• Use techniques such as rolling, cutting, moulding and carving.			
Drawing			
• Draw lines of different sizes and thickness.			
• Colour (own work) neatly following the lines.			
• Show pattern and texture by adding dots and lines.			
• Show different tones by using coloured pencils.			
Print			
• Use repeating or overlapping shapes.			
• Mimic print from the environment (e.g. wallpapers).			
• Use objects to create prints (e.g. fruit, vegetables or sponges).			
• Press, roll, rub and stamp to make prints.			
Textiles			
• Use weaving to create a pattern.			
• Join materials using glue and/or a stitch.			
• Use plaiting.			
• Use dip dye techniques.			
Digital media			
• Use a wide range of tools to create different textures, lines, tones, colours and shapes.			
Take inspiration from artists			
• Describe the work of notable artists, artisans and designers.			
• Use some of the ideas of artists studied to create pieces.			

	Beginning	Advancing	Deep
Develop ideas			
• Develop ideas from starting points throughout the curriculum.			
• Collect information, sketches and resources.			
• Adapt and refine ideas as they progress.			
• Explore ideas in a variety of ways.			
• Comment on artworks using visual language.			
Master Techniques: Painting			
• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.			
• Mix colours effectively.			
• Use watercolour paint to produce washes for backgrounds then add detail.			
• Experiment with creating mood with colour.			
Collage			
• Select and arrange materials for a striking effect.			
• Ensure work is precise.			
• Use coiling, overlapping, tessellation, mosaic and montage.			
Sculpture			
• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).			
• Include texture that conveys feelings, expression or movement.			
• Use clay and other mouldable materials.			
• Add materials to provide interesting detail.			
Drawing			
• Use different hardness of pencil to show line, tone and texture.			
• Annotate sketches to explain and elaborate ideas.			
• Sketch lightly (no need to use a rubber to correct mistakes).			
• Use shading to show light and shadow.			
• Use hatching and cross hatching to show tone and texture.			
Print			
• Use layers of two or more colours.			
• Replicate patterns observed in natural or built environments.			
• Make printing blocks (e.g. from coiled string glued to a block).			
• Make precise repeating patterns.			
Textiles			
• Shape and stitch materials.			
• Use basic cross stitch and back stitch.			
• Colour fabric.			
• Create weavings.			
• Quilt, pad and gather fabric.			
Digital media			
• Create images, video and sound recordings and explain why they were created.			
Take inspiration from artists			
• Replicate some of the techniques used by notable artists, artisans and designers.			
• Create original pieces that are influenced by studies of others.			

Year 5&6

	Beginning	Advancing	Deep
Develop ideas			
• Develop and imaginatively extend ideas from starting points throughout the curriculum.			
• Spot the potential in unexpected results as work progresses.			
• Collect information, sketches and resources and present ideas imaginatively in a sketch book.			
• Use the qualities of materials to enhance ideas.			
• Comment on artworks with a fluent grasp of visual language.			
Master Techniques: Painting			
• Sketch (lightly) before painting to combine line and colour.			
• Create a colour palette based upon colours observed in the natural or built world.			
• Develop a personal style of painting, drawing upon ideas from other artists.			
• Use brush techniques and the qualities of paint to create texture.			
• Combine colours, tones and tints to enhance the mood of a piece.			
• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.			
Collage			
• Mix textures (rough and smooth, plain and patterned).			
• Use ceramic mosaic materials and techniques			
• Combine visual and tactile qualities.			
Sculpture			
• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.			
• Use tools to carve and add shapes, texture and pattern.			
• Combine visual and tactile qualities.			
• Use frameworks (such as wire or moulds) to provide stability and form.			
Drawing			
• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).			
• Use a choice of techniques to depict movement, perspective, shadows and reflection.			
• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).			
• Use lines to represent movement.			
Print			
• Build up layers of colours.			
• Create an accurate pattern, showing fine detail.			
• Use a range of visual elements to reflect the purpose of the work.			
Textiles			
• Show precision in techniques.			
• Choose from a range of stitching techniques.			
• Combine previously learned techniques to create pieces.			
Digital media			
• Enhance digital media by editing (including sound, video, animation, still images and installations).			
Take inspiration from artists			
• Give details (including own sketches) about the style of some notable artists, artisans and designers.			
• Show how the work of those studied was influential in both society and to other artists.			
• Create original pieces that show a range of influences and styles.			