



**ROKEBY PRIMARY SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# Art at Rokeby Primary School

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Updated 01.11.2021

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## 1. Subject Statement

### Intent

At Rokeby, we believe that Art and Design inspires children to express themselves creatively, become innovative thinkers, and provides opportunity to celebrate 'individual uniqueness', which is at the heart of our aspirational and balanced curriculum.

We want our children to have the confidence and artistic skills necessary to express themselves as individuals through art, craft and design, which embody some of the highest forms of human creativity. We want them to know...

- A Rokeby artist is someone who can record their observations, reviewing what they have done and using this to improve their mastery skills, such as drawing.
- A Rokeby artist is someone who can use different forms of media to create visual and tactile work, using different processes and skills to create their chosen effect.
- A Rokeby artist is someone who can discuss techniques and form in their own work and that of others, and use this to revisit and adapt their own works of art.
- A Rokeby artist is someone who has studied a variety of great artists throughout history and can apply their techniques to their own creative work.

In our children, we want to embed Art and Design so that it holds real purpose and becomes second nature; a medium they can always rely on throughout life's journey to express themselves privately or to showcase their skills to others. Our Art and Design curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum to allow for step by step progression to be built on throughout the primary phase at Rokeby.

## Implementation

Art and Design is taught in blocks throughout the year. It is paramount that art work be purposeful: where possible, the Art and Design topic is based around the current class text; this ensures that children are provided with a clear context and meaning to their learning and ensures they are immersed fully and have the passion to build upon the skills set out in the National Curriculum.

Our provision for Art and Design is clearly mapped out for each year group so that progression, exposure to different artists, development of skills and knowledge remains at the forefront of a broad and aspirational curriculum.

Cross-curricular learning is vital for children to explore topics in greater depth; for example, by sketching historical figures in detail, researching geographical locations to support work on landscape painting or using art as a medium to express emotion; to show understanding of settings in narratives and enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

## Impact

### September 2021:

Our Art & Design curriculum provides children with opportunities to learn and develop skills in a creative, inclusive and ambitious way. This curriculum has been adapted for the Rokeby learners. As a result, we now provide an engaging curriculum with high expectations where children can build on their skills throughout their time at Rokeby.

After a resource and facility audit, we have fully stocked our Art & Design room, so that it is a facility that it can facilitate all years and areas of art and design that are being taught.

During the most recent pupil voice survey, children spoke positively about their experiences in Art and Design in the school. Saying how they enjoyed using a range of artistic techniques, such as sculpting, drawing, painting, modelling and creating collages. They also spoke about how they enjoyed the links made between half termly texts and their learning in Art & Design. This shows the strengths of the Art & Design overview, linking different artists with children's half termly class texts.

Pupils spoke about how they would like to use the art room more often and that they want to use a range of different materials and equipment on a more regular basis. In response to this, we have fully stocked the art room with materials and equipment for all pupils to access. We have also reminded staff to keep the art room tidy and ready for use, so that there are not barriers for each year to access these facilities.

Pupils also spoke about wanting to do more Art & Design related activities outside of their scheduled lessons. We are therefore taking part in our Multi Academy Trust ran arts festival later this year. This will provide pupils with the opportunity to explore different forms of art and expression and exhibit these to the wider community.

## 2. Assessment

Assessment for learning:

Our 'Progression of Art at Rokeby Overview' maps learning and objectives for the whole of the primary phase- this is based on the National Curriculum and Rainbow Continuum. This document forms the foundation of art at Rokeby as it shows class teachers the clear progression that is expected across the primary phase and between year groups.

An additional unique to Rokeby 'Artist Progression' document further supports teachers in their ability to see where children have come from as well as the artists, genres of art and the types of media explored in each year

group. This additional resource supports teachers in ensuring that there is wide coverage of this creative subject and that all children at Rokeby are exposed to all that art has to offer them.

At Rokeby, we felt that in order for children to progress their learning forward, having an art folder and book to follow them up across the primary phase would be extremely beneficial. This provides children with the opportunity to reflect on prior skills and creativity used and supports them in progressing further as they journey through each year group. This also allows teachers to see how each child has developed and how to support each individual child in moving their creative skills forward, meeting the needs of our unique children.

### **Assessment of Learning:**

Assessment is at the forefront of lesson planning. Class teachers will annotate their planning to show children's success at achieving learning objectives, allowing them to reflect on learning and use this to plan and adapt future planning to meet the needs of their own class.

During lessons children are offered verbal feedback to support their achievement of objectives. Following this, where appropriate, written feedback may be provided to children.

Each half term, class teachers are responsible for completing an art assessment document which demonstrates whether children are WTS (working towards), EXS (expected) or GDS (greater depth). This is then used to inform future planning for the following half term so that teachers can ensure 'gaps are filled' and that the children have the opportunity to thrive in this subject.

This information is then handed to the subject leader to support in the assessment and triangulation of the subject. Assessment, alongside planning and evidence is then used by the subject leader to ensure that progression is consistently happening across the primary phase. Art folders and books follow children through their time at Rokeby, allowing the subject leader to have an in-depth understanding as to how art is progressing at Rokeby and using this to make any necessary adjustments to the teaching and learning of art at this setting. Through this triangulation the subject leader is able to have an in-depth understanding of art at Rokeby and can provide further support to the school, children and staff so that standards remain high in this foundation subject.

## **3. Planning and Resources**

The foundation of art at Rokeby is built upon the small steps from the Rainbow Continuum and is underpinned by the objectives from the National Curriculum. Our unique progression document breaks down the objectives into smaller 'chunks' to ensure that objectives are met and that children develop the necessary skills to meet these aims to at least the expected standard. These small steps are built upon across a year group and then covered again during different years during the primary phase. The 'Progression of Art at Rokeby' document, clearly demonstrates where learning objectives are met, which year groups they are taught in and where they are repeated through the WALTs taught at Rokeby.

To further support teachers ability to plan art to a high standard and to make art meaningful to the our children at Rokeby Primary school, where possible, art is based upon the class's half-termly text from The Power of Reading to give depth and breadth to learning. The additional document titled 'Artist Progression' identifies appropriate media, artists and genres to explore which supports teachers in making art relevant and in providing guidance on planning.

#### 4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

At Rokeby we offer opportunities for children to explore different aspects of art which can include any/all of the following:

**Drawing** - drawing with chalks, oil pastels, pencil crayons, wax crayons, pencils, pens and marker pens; making marks in sand, mud, shaving foam, cornflour; using twigs and sticks to draw and make marks; drawing on different surfaces such as paper, card, whiteboards, chalkboards, easels and digital art

**Painting** - using ready mixed poster paints and powder paint; using different colours and densities of paint; painting onto wet and dry surfaces; painting onto translucent or transparent material; painting with water; using different tools such as their fingers, straws, paintbrushes, paint dabbers, spray cans, lolly sticks, cotton buds or large decorating brushes; using different techniques such as dribbling or splattering paint, blot and bubble painting; exploring ways of colour mixing

**Printing** - printing with a variety of materials including toothbrushes, combs, nailbrushes, cotton buds, corks, cotton reels, rollers, sponges, wooden blocks, marbles, fruit and vegetables, fingers, hands and feet, natural objects such as leaves and making tracks by rolling vehicles across paint

**Textiles** - using fabrics, ribbon, sheets, wool, threads, fibres, ready cut strips of paper and natural and found materials for activities such as weaving; making hangings and flags using fabrics; exploring using materials with holes in such as lace, net and hessian; using fabrics for den making and dressing up

**Collage** - arranging different types of paper (tissue, gummed paper, foil, foam etc) natural and man-made materials to make collage pictures and patterns sometimes as a stuck down collage or sometimes as a loose parts collage; stuck down collage pictures and patterns might be adhered to paper, card, acetate etc

**3D art/sculpture** - exploring shape, form and texture through moulding clay, moon sand, play dough, salt dough and Modroc; constructing models using tubes, boxes, pots, trays, containers and other recyclable materials

To begin with, some skills and techniques are taught, such as how to load a paintbrush, how to hold a drawing implement, how to hold scissors and to cut, how to use digital art, how to tear, scrunch, twist, thread, weave or stick materials. Following the development of these skills, the structure of art in EYFS mainly takes the form of creative activities taught through modelling ways to use different materials and allowing children time for independent and guided exploration of these materials.

The aim is to encourage and develop curiosity, imagination, investigation and exploration through allowing children to respond to modelling by exploring further to see what is possible. This relies on resources being readily accessible and available such as well stocked graphics trolleys indoors and outdoors, craft trolleys/areas and materials to facilitate large scale exploration outdoors such as paint wheelies, weaving frames, chalk tables and decorating brushes. Sometimes as part of modelling for the children, photos and artefacts are provided as a stimuli for children's ideas.

#### 5. Teaching and Learning- Key Stage One and Key Stage Two

Art is usually covered every other half-term as it alternates with design technology; this can vary from year group to year group depending on which class text has more of an art focus compared to a design technology focus. On occasion, art and design technology are taught in collaboration- where topical links occur. Art lessons at Rokeby last for approximately one hour and happen weekly during an 'art' half-term.

A WALT is introduced or a 'hook' to grasp children into their current learning. A recap over skills happens as well as practising any old or new skills to ensure techniques are embedded and built upon. Children will then explore artists, genres and either use creativity to plan or begin/continue their own piece of artwork.

## 6. Gifted and Talented Pupils

Art is an extremely creative and personal subject, within which children may have talents in all, or some, areas of the subject. To ensure that teachers support children to thrive in this subject, assessment of learning happens at the end of every lesson - as stated above; planning is annotated and children with strengths are identified so that they can be further supported to flourish in a given area they are particularly gifted in. This regular assessment allows for clear differentiation and supports teachers to monitor progress and attainment in the subject. Those children who have a particular gift in the subject are supported to 'think outside of the box' - use their imagination, knowledge and creativity to plan and initiate art in their own areas of interest as well as applying skills to replicate certain genres of art.

In order to provide children who thrive in this area further aspiration and exposure to creativity, we arrange art based trips, such as to secondary schools, where specialist teachers and resources are available and/ or to art galleries, which arrange art genre specific days to build on techniques and develop artist knowledge.

## 7. SEND Provision

Provision for children with SEND is a top priority at Rokeby Primary School. All teachers are to create a positive and supportive environments when it comes to Art & Design, for all pupils, including pupils with SEND. Art & Design, as a subject, does not rely heavily on other aspects of the wider curriculum. If all SEND needs are catered for and supported, every child has the potential to excel.

Through teachers' assessment of pupils' art and design techniques and skills, in combination with and additional circumstances, such as SEND or pupil premium status, we are able to build an ongoing and holistic understanding of our pupils and their needs. This allows for support to be given to pupils, whether it be strengthening or deepening their artistic abilities. Teachers also make use of Individual Learning Plans to inform planning and adaptations so that learning is accessible, relevant, and ambitious. For instance, use of scaffolding through explicit instructions, repetition and modelling. Depending on the needs of individual children, technology will be used to support cognition and learning, such as apps, talking tins, Clicker 8, Inprint and online resources.

High quality teaching is essential for all pupils to make good progress:

**Scaffolding:** Teachers provide a range of scaffolding techniques to support pupils to achieve their WALTs. This offers temporary support, such as writing frames for artwork reviews, or scaffolding all visual arts activities with drawing and sketchbook skills, which are gradually removed as pupils become increasingly independent. Scaffolding can also be used to reinforce consistent expectations for behaviour during Art & Design lessons, such as what equipment is needed for each area of art and how to use it safely.

**Technology:** Technology allows for teachers to engage, model and support pupils' learning. Every classroom, as well as the art room, are equipped with touchscreen displays, so that examples of work, techniques and instructions can be presented and modelled for pupils. To the same extent, each class has an iPad, which can be used by small groups of pupils, or pupils with SEND. Software, such as imprint, can be used to provide pupils with clear instructions, and talking tins can be used to record voices, for pupils to contract their own sentences, or record instructions to be followed. Finally, technology can be used to provide feedback to pupils and/or parents, via Class Dojo, especially when pupils can act on this feedback. This is especially useful for supporting pupils with SEND, who may have low confidence in their artistic talents, as it allows them to be praised effectively.

**Cognitive and metacognitive strategies:** Teachers are to support pupils in developing cognitive and metacognitive strategies for use in their Art & Design lessons. Providing checklists, or one question at a time will support pupils with SEND to process information.

**Flexible grouping:** Flexible grouping is used in Art & Design lessons, rather than leaving pupils in groups based on their wider curriculum attainment. Allocating temporary groups allows teachers to provide pupils with opportunities for collaborative learning, where pupils are able to share and develop with artistic techniques and skills with their peers. This allows for SEND pupils, who may require substantial support in the wider curriculum to work more independently, explore their skills and share these with others.

Effective use of Teaching assistants is also vital to supporting pupils with SEND. Teaching Assistants are to work in highly structures groups, or in a 1:1 setting, which clear and well laid out guidance from the teacher. This will allow pupils with SEND to access and make good progress in the Art & Design curriculum.

All these strategies can be adapted and used to approach the Art & Design curriculum to meet all needs.

## 8. SMSC in Art & Design

**Spiritual:** Pupils at Rokeby are encouraged to approach art and design as a spiritual experience. They are introduced to work by a range of artist and are encouraged to experience awe and wonder at these works of art. They also experience admiration and respect for their peers' work.

**Moral:** Pupils at Rokeby develop their mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments support and develop their peers' self-confidence.

**Social:** Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust and compassion. There are also social aspects in Art from visiting various places such as Art Galleries and working with pupils from other schools.

**Cultural:** All Art and Design units link to a diverse range of artists from various cultures and civilisations, all around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are different from our own. This range of learning develops pupils' understanding of the wider world and the people in it.

## 9. The Role of the Subject Leader

As the art subject leader, the main roles are to support the school, staff and children in developing a passion for art and expression by ensuring the following points are regularly explored and developed:

The subject leader will:

- Half-termly reviews of art.
- Monitor books/work and explore this in correlation to planning and the Progression of Art at Rokeby Overview/ Artist Progression.
- Pupil voice - hearing the children's views on learning, vocabulary, art explored and feedback.
- Maintaining high quality, vibrant art displays around school to promote a passion for art
- Learning walks and lesson observations- to identify strengths and weaknesses in teaching to further plan how to support the school, staff and children.
- CPD training sessions for staff and subject leader
- Ensuring an abundance of resources to allow creativity to flourish
- Support Continuous Professional Development (CPD) for all teaching staff.
- Working with other schools within the MAT to develop art across the school and academy trust.

## 10. Parents/Carers

To ensure parents/carers are aware of their child's /children's development in art, Rokeby involves parents/carers in the following ways...

- Parent workshops, each half term, allow class teachers to 'show off' children's creativity - this will include an art focus at least once during an academic year.
- End of year reports feedback on all foundation subjects - attainment and progress.
- Parent's evenings are held twice a year, in which parents/carers are provided with feedback on current strengths and areas to further develop.
- Open afternoons allow parents/carers to explore books and showcase all the learning and progress that has taken place.
- Should parents need to contact staff with any questions or concerns, they can also do so through communication books, class dojo and email.

## 11. Safeguarding

Teaching safeguarding is a core aspect of Art and Design at Rokeby, where the focus is on pupils developing their artistic skills and techniques, enjoyment of art, and knowledge of safety whilst doing so. This gives pupils a sense of ownership of their learning and work.

Before each Art and Design lesson, we teach and model how to use equipment and resources safely and with respect. It is key that pupils understand how to use equipment, resources and our facilities respectfully, so that the wider school community can also use them.

Children's learning starts in EYFS, where children are taught how to recognise their own and others' art, handle equipment safely and share resources with their peers.

In KS1 and KS2, teaching staff model the safe use of equipment and resources, so as pupils learn new technical skills, their safety in which they use them also increases.

We also recognise the role Art and Design plays in pupils' mental health. Artistic expression is used throughout the school as a method to help pupils relax, express their feelings and anxieties and as a venue for them to talk to their peers and staff openly. To support this, pupils are taught from EYFS to Year 6 that Art and Design lessons are a place for acceptance, whether that be of each others', or artists work, as well as pieces of art from other cultures.

Through the teaching of Protective Behaviours, children are taught about 'safe and unsafe choices' and this is also encouraged and considered in our Art and Design lessons. Complementing this, our school's teachings on community, collective support and respect to all people are also modelled and taught throughout our Art and Design lessons.

Linking Art and Design to all other areas of the curriculum, we ensure that pupils are confident, proud and ambitious artists and designers, who make responsible choices, keep themselves and their peers safe and show respect to all other artists, whether they are their peers, historical figures, or people from other cultures.