

Grafton Primary School

Arts Policy



Justin Ward
Leader of the creative curriculum
Grafton Primary School

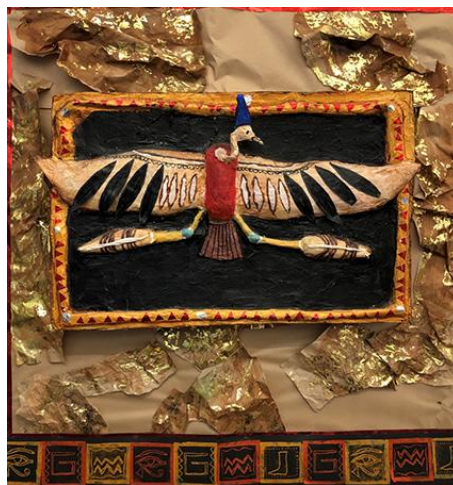
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Arts Policy

Introduction

The concept of 'Art' is based on the conscious arrangement of colours, forms, shapes, textures, sounds, movements, words and so on, in order to express or communicate an idea, feeling, emotion or narrative to another person. This could include, for example, the disciplines of art and design, music, dance or drama and activities such as painting, drawing, sculpture, or creative writing.

At Grafton, it is our aim to deliver a creative curriculum from Early Years Foundation Stage through to Key Stage One and Two, in accordance with the National Curriculum and to use the creative subjects to reinforce child-centred learning gained in other school areas. The 'Arts' cross many other curriculum areas. At Grafton we endeavour to teach a topic-based curriculum using these subject areas as lenses through which to explore knowledge. We give the children unique experiences, wherever possible, which help to develop schemas in the brain. For example, a child learning about Ancient Egypt might find their learning deeper and more engaging, more memorable and easier to retain, and fostering curiosity and developing thinking skills if they are able to make artefacts such as a Pharaoh's death mask, a canopic jar or a wall of hieroglyphics. These activities can be individual or collaborative, and often make learning more contextualized, fun and enjoyable. In cases where children have English as an additional language, the creative curriculum offers another alternative opportunity to develop vocabulary and language skills.



About our school

Grafton School is situated in an area of concentrated social deprivation and on the whole, serves a community with low aspirations, unable to access the arts as a result of financial constraints. The proportion of pupils eligible for free school meals is increasing and is now three times the national average. It is for these reasons that we see the Arts as an essential part of the school curriculum and we strive to protect and enrich the entitlement of the Arts for every pupil in our school.

The creative curriculum in school is used as the perfect spring-board to develop children's self-esteem, self-worth, motivation, stimulation, and discipline. It is a legitimate area of learning that is often organic and nurturing. It allows children to articulate emotion and frustrations in a safe and controlled way, to develop a personal voice, and celebrate their own identity and the identity of others. It can broaden their vision and outlook of the world around them, often in ways other subjects cannot.

We venture to bring together Art and ICT (a highly visual form of communication) to give children access to activities which encourage them to explore, analyse and present 'art work' creatively and respectfully. The school has recently invested in a number of film-making projects which have involved animation and blue screening techniques to create short films linked to curriculum topics.

The arts are embedded within our whole school philosophy, of self-expression and creativity, which ensures that children across each key stage, regardless of age, gender and ability are given experiences of a wide variety of art forms through an exciting and dynamic arts programme.

At the Early Years Foundation Stage, clear planning ensures that all children make progress in creative development. At Key Stages 1 and 2, children are introduced to the four main art forms through discrete subject lessons as well as through cross curricular experiences. The Arts are present throughout the National Core Curriculum and foundation subject areas, including Art and Design, Music, Physical Education, Religious Education and PSHE, through a topic-based approach. Children are given a variety of opportunities to develop forms of creative expression including cross art form work using I.C.T. together with artists in residence and educational visits.

Our specific aims:

- To enable pupils to gain an artistic literacy and articulacy: to use and understand art as a form of visual and tactile and auditory communication and to have the confidence and competence in reading/decoding and evaluating visual images, artefacts, texts, compositions or performances.
- To develop particular creative and technical skills so that ideas can be realised and artefacts, texts or compositions produced.
- To develop pupils' aesthetic sensibilities and to enable them to make informed critical judgements and philosophical enquiries of or about art.
- To develop pupils' design and compositional capabilities.
- To develop pupils' capacity for imaginative and original thought and experimentation.
- To develop pupils' capacity to learn about and observe the world in which they live.
- To develop pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- To develop pupil's ability to value the contribution made by creative people and to respond thoughtfully, critically and imaginatively to ideas, images, objects and performances of many kinds and from many cultures.

All of this has been endorsed by ArtsMark. The school has been awarded ArtsMark Gold four times in succession.

Implementation

At Early Years and Foundation Stage, children have daily planned opportunities for creative development which include rich adult led and independent experiences. At Key Stages 1 and 2 teachers plan lessons in accordance with the national curriculum whilst also being mindful of progression overviews which are created and managed by subject leaders. These help to avoid repetition, to make sure that provision is fair and consistent for every child and ensure that current learning builds on previous experiences.

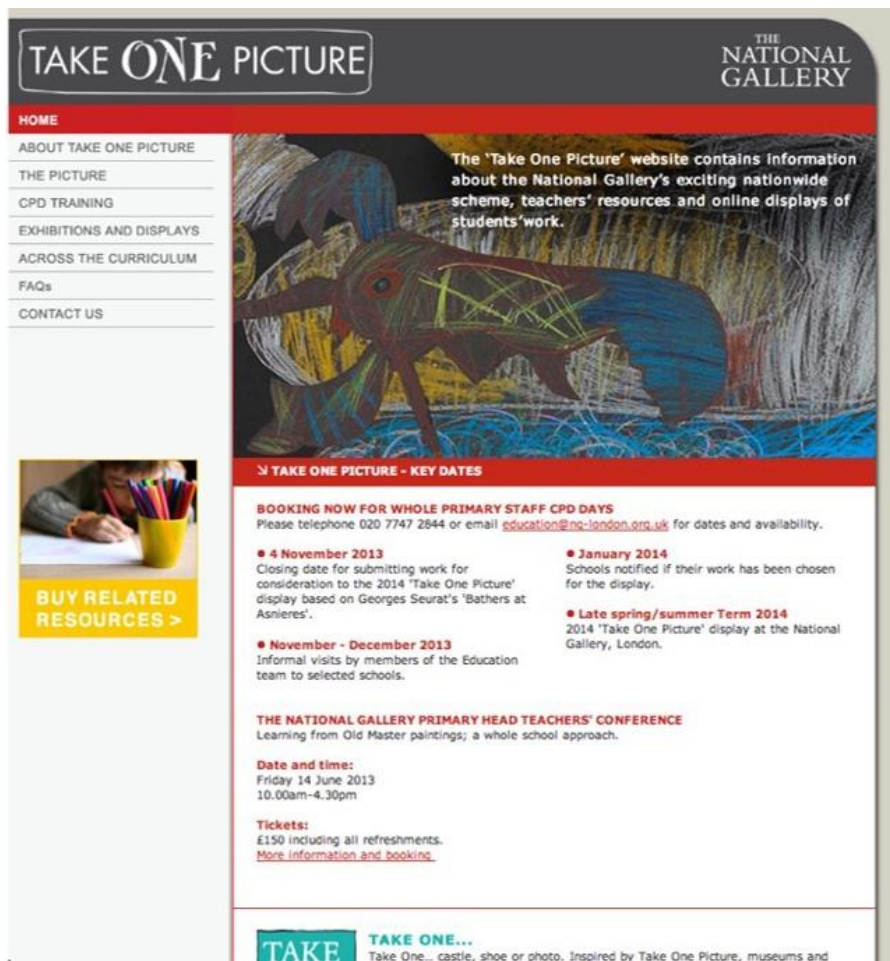
			Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4	
Year	Term	Topic	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring
Early Years	Autumn	Autumn								
Early Years	Spring	Spring								
Early Years	Summer	Summer								
Year 1	Autumn	Autumn								
Year 1	Spring	Spring								
Year 1	Summer	Summer								
Year 2	Autumn	Autumn								
Year 2	Spring	Spring								
Year 2	Summer	Summer								
Year 3	Autumn	Autumn								
Year 3	Spring	Spring								
Year 3	Summer	Summer								
Year 4	Autumn	Autumn								
Year 4	Spring	Spring								
Year 4	Summer	Summer								
Year 5	Autumn	Autumn								
Year 5	Spring	Spring								
Year 5	Summer	Summer								
Year 6	Autumn	Autumn								
Year 6	Spring	Spring								
Year 6	Summer	Summer								

For example, here is the progression overview for Art and Design which doesn't dictate the content of teachers' lessons but steers them through stages of learning and ensures that children are introduced to various 'staple materials' during their school lives. Our adherence to and the re-visitation of a small number of media and materials (wire, willow, clay, newspaper, corrugate cardboard, coloured tissue paper) means that children eventually become experts in using these materials. Children are introduced to three-dimensional construction in Reception using soft-wire or pipe cleaners, then they get to experience building models with willow in KS1, whilst all the time, they are given increasingly sophisticated and challenging tasks to complete—so that by the time they reach upper KS2 they can collaborate on large scale sculptures.

Learning takes place within the framework of our school's policy on Learning and Teaching. Teaching time for the Arts includes regularly timetabled lessons and planned blocks of time. At Key Stages 1 and 2 a minimum of 15% of available curriculum time is allocated to Arts teaching. This includes educational visits and visitors. Children experience music, dance and drama with our musician and composer in residence, Juwon Ogungbe, who holds termly workshops for different year groups and helps to coordinate assemblies.

The school also employs an art and design specialist, who is an AST and a consultant for arts education, to lead this subject area. We also have an artist in residence who teaches parts of the curriculum.

There are also a number of outreach programmes which have become a fixture in Grafton's curriculum including the National Gallery's *Take One Picture* initiative, which uses items from our national collection as stimuli for learning in the classroom. It helps to foster a love of art and art galleries, and challenges class identity in our community.



First-hand observational, listening or enquiry skills form the basis and stimulus for most projects, encouraging pupils to 'see', 'hear' or 'feel' more clearly what is around them, with awareness, concentration and control.

Appropriate equipment and resources are made available to children to ensure a varied Arts education. Teachers ensure their creative lessons are carefully managed and organised, including the use of aprons and table covers, encouraging children to look after equipment and instruments. Where necessary, teaching assistants support teachers and children. These adults are carefully briefed prior to lessons in order for them to support work that is challenging, ensuring the progression and success of every child in the class.

The following four main artforms are covered at the school:

- Literature
- Performing Arts
- Visual Arts, Craft and Design
- Media and multimedia

After school arts activities have included:

- Choir
- Drama and Dance
- Capoeira
- Fencing
- Street Dance
- Art club
- ICT club
- Poetry club

We also have an LCP Scheme of work written by John Thirwell, a HMI inspector of Art and Design for Staffordshire, which can be used to support non-specialist teachers who may be required to teach the subject. Each scheme of work contains individual lesson plans and resource packs which make clear reference to the National Curriculum objectives. The schemes of work are based on the QCA topics we already have in school and therefore make strong cross-curricular references to what we already teach. They also open up great opportunities to refer to Art and Design in other subjects. These links are clearly stated on the plans. These can be taught directly from the scheme or more confident teachers and teachers with an Art and Design specialism may adopt ideas and interpret them in different ways.

These schemes reflect good practice and the most up to date ways of teaching Art and Design, with current examples of children's work. All of the schemes of work place emphasis on strong observational drawing, visits to Art Galleries and Institutions, the use of ICT within the Art and Design curriculum and the visual elements of Art and Design – pattern, texture, colour, line, form, shape and space. They encourage experimentation and investigation of materials, media, tools and techniques and processes.

It also places great emphasis on the learning that takes place during children's investigations and production of art work, and less on the visual aesthetics of a piece of work. In other words, what an art work looks like is less important than the skills learned and the knowledge gained from producing, evaluating, interpreting, reviewing and modifying. We aim to teach in a climate where children feel confident about their work and are comfortable with making mistakes. They understand that it is the 'learning process' that is important and not always a 'pretty' or aesthetically 'beautiful' end product.

The lesson plans include recommended questions that can be asked of pupils in plenaries and verbal critiques.

Every lesson plan refers to artists, designers and crafts-people. The resource packs include photographs of these suggested examples of work. The problem of a lack of resources and the financial capacity to buy in these resources is resolved with use of flipcharts and websites accessible through Activstudio and the internet. This provides a very powerful way of looking at art on the Interactive Whiteboards in every classroom from all of the major collections from around the world.



Arts Facilities

The school has a large hall, which is often used for Arts activities, theatre productions and whole school creative INSET days. All classrooms have sinks and designated art areas. A role play area provides the youngest children with opportunities for drama. The school has a designated art room which is well equipped. The school also has plans to refurbish its Information Communication Technology equipment. A growing collection of arts books are kept in a small library in the headteacher's office, which can be borrowed by teachers to support topic-based learning.



Assessment

Arts lessons include verbal feedback during lesson times, and an opportunity for children to talk about and discuss their work and that of others with sophistication and authority, using an appropriate critical vocabulary. This can take the form of a verbal critique or assessment, allowing children and teachers to evaluate and assess their progress during a project. After individual or group discussions and evaluations, children are given the opportunity to review, modify and refine their work towards the completion of a project. In Art and Design lessons children complete written evaluation sheets during or at the end of projects which help them to consolidate their learning.

Art and Design lessons at Grafton are continually assessed and the progress of children can be tracked through their personal work books. These books are started in Year 1 and are carried up and through the school and form a record of the work the children do in their school life. Observation and verbal assessments are made by teachers and information about ability, effort and progress is communicated to parents through termly parent consultation evenings and end of year school reports. Children's work and class displays are also regularly monitored by the Art and Design leader.

Art and Design		Key Stage 2 Evaluation Sheet	
Name <u>Sabrina</u>			
Class <u>Silver</u>	Teacher <u>Jessie</u>	Date <u>14.10.19</u>	Title of Project <u>Design make</u>
Question	Pupil Response		
1. What did I have to do?	what I had to do was make a large mask for the play in november it is called <u>lupinus</u>		
2. What materials were used?	cardboard, paint, pastels, glue, cotton wool, brown paper, markers, elastic, template, feathers		
3. What tools were used?	Paintbrushes, scissors, glue gun, ribbon		
3. How did you make your mask?	we cut the paper mask and then we got the cereal box and stuck the paper on the box then we cut the box. there were two bits of the paper that we had to keep <u>cut</u> so we could make the shape of the mask. In the next session we put the paper marker on the mask with pro glue that we dried them with <u>paper</u> heater. the next session we the last was painting for the stars we put brown paint on the inside and put black on the outside		
4. Which areas did you find difficult and why?	the part I found hard was the painting it was hard because when I put the paint in the wrong place by accident it was hard to get it off		
5. How do you view your work overall?	I think I did pretty good with most golding the masks		

Display

Children are encouraged to value and celebrate their work through display, classroom discussion, and regular assemblies.

Artwork is displayed around the school in a manner that is appropriate to each project. For example, three dimensional artefacts should stand or hang; transparent work can be displayed on windows and so on. Our commitment to high quality display ensures that the spirit and ethos of the school is visible everywhere. This contributes to our role as a 'healthy school'.



Equal Opportunities and Inclusion

In accordance with the school's own policy for Special Educational Needs, provision and differentiation is made for the pupils in this category. Where necessary, pupils on the SEN register will receive work and tasks differentiated to meet the requirements of each child's Individual Education Plan, and the assistance of an adult if needed. However, this subject is usually an area where children with Special Educational Needs or Disabilities may be given an opportunity to shine, including those with severe motor difficulties. Every possible effort is made for these children to be included in the same lessons, activities and workspace rather than being segregated by differentiated tasks away from the main group.

All children regardless of gender, cultural, intellectual or social differences have access to a rich and diverse Arts curriculum. It is highly encouraged in the school to celebrate each of the pupils' differences and uniqueness. In creative lessons, children are given the opportunity to speak about themselves, their opinions, their background, culture and ideas, thereby, bringing positive attitudes to school and originality to their work. Where an art project of a particular theme is concerned, pupils with many varied cultural heritages are given the opportunity to talk from their own perspective, and tackle the work in their own unique way. We celebrate the cultural diversity of our local area through arts lessons and this reflects community cohesion. It is our aim to make sure that children do not feel intimidated, daunted or left out and instead develop a confidence in their own capabilities and gain a strong sense of their own identity. This can often accelerate the learning of children with EAL. As a result, our children are respectful of each other and value one another's differences.

Artists in Residence and External Partnerships

The school endeavours to make strong bonds with outside agencies and individual artists, designers and crafts-people. As a result of this, children are exposed to work and ideas that might otherwise be beyond their understanding. It is essential that children gain a broad understanding of how their art and design education can be implemented in the 'real' world, in both the broad sense of 'life' experience and in 'vocational' activities.

It is the school's aim to continue these dialogues with these partnerships and to raise the profile of the Visual and Expressive Arts in education. Grafton is committed to raising standards in Art Education and to delivering a rich and broad art and design curriculum.



Art Leadership

The development of Art and Design teaching at Grafton is ensured through regular discussion, monitoring, observation and INSET training for all staff. The Art and Design leader delivers teacher training sessions to fulfil general and specific requirements. This includes guidance for teachers at EYFS level, but also advice on how creativity can be integrated into the whole school day. Art is taught to National Curriculum expectations and beyond with aspirational aims, preparing all children for Key Stage Three.

Teachers are given guidance on how to use equipment and how to teach Art and Design in agreement with health and safety stipulations. Every classroom has a stock of basic art equipment and more specialist resources are kept in the Art Room. It is the responsibility of the Resources Co-ordinator to make sure these consumables are replenished when necessary, and for the Leader of Art and Design to order specialist art equipment.

Art and design themed trips (galleries, workshops, themed places of stimulus) are arranged for every year group in the school, termly, and practising artists are employed regularly. This helps to place art and design in context with the working world. Regular weekly after school art and design lessons are taught as part of the school's extra curriculum time-table. These encourage and celebrate individual excellence and help to identify children who wish to explore the subject further or who may be **more able** or **talented** in this particular subject area. Children who present a particular love for the subject or a certain proficiency are given extra exposure to Art and Design through specially designed art club sessions with the Art Leader and artist in residence and through visits to art institutions. We recognise and celebrate the achievements of all children, including those who show particular ability in the arts. Planning is in accordance with our More Able and Talented Pupil policy.



Commitment to further training

The school is committed to further training of staff and Governors. Details of courses can be found in the school office.

Our Advanced Skills Teacher for Art and Design has developed a programme of INREACH work to develop the creative skills of non-specialist teachers. In a climate of schools being both cash poor and time poor, SLT have carved out time for subject leaders to have non-contact time to continue to implement this INREACH work.

Remote Learning

During the lockdowns of the Covid-19 pandemic, the school had to make huge adaptations to the way it delivered the curriculum for children who were stuck at home. For Art and Design, this included sending home weekly PDFs via email to children and families. The PDFs incorporated simple but ambitious practical activities (drawing, painting, printing, sculpture, digital photography) using equipment and materials that could be found around the home, clickable links to films and biographies of artists and opportunities to share work. Completed work was displayed on the school website. If this ever happens again, we are well prepared to support children working from home.

ART AND DESIGN AT HOME

WEEK ONE... COLLAGE KS1

THE VIEW FROM YOUR WINDOW

INTRODUCTION

Hello Key Stage One, It's Justin—the new digital version. I'm missing you all already! Every week, for the foreseeable future, I'm going to provide Art and Design lessons for you to follow at home. There will be videos to watch, websites to visit and activities to do. Ideally, it would be great if you could get your hands on some art materials—pencils, paper and watercolours, for example. But don't worry, we'll try to make do with things that you might have around the home. If your parent or carer has a phone camera, you can photograph your work and send it to me to share on the gallery page. Let's have some fun!

YOU WILL NEED

paper, pencils, pens, paints, brushes, scissors, magazines and newspapers

WATCH THIS

LS Lowry is best known for his pictures of schools and factories in the north of England. The people in his paintings were referred to as 'matchstick men' because of their long bodies and clumpy feet.

INSTRUCTIONS

1. Look at the view from your window and make a line drawing. What can you see? Flats? Roads? Shops? Roadlights? Build your drawing from simple shapes, rectangles, squares and triangles. If you don't have a view, perhaps you can work from a photo.
2. If you don't have paper at home, draw on a sheet of newspaper, like I have. Remember to keep your drawing simple.
3. Once you've built up the scene using simple shapes, start to add colour by cutting the shapes of your buildings out of magazines and newspaper. Choose the pages from magazines carefully. Can you find collections of different colours? Green for grass. Blue for sky. Arrange the pieces and glue them down one by one.
4. You can add bold lines around your buildings using felt-tip pens if you have them.

WATCH THIS SPACE

Soon, you'll be able to email me your work. Come back and check for the clickable link. Stay safe with your parents and enjoy making your art at home. I look forward to seeing all your wonderful art works. Best wishes, Justin x

ART AND DESIGN AT HOME

WEEK ONE... DRAWING AND PAINTING KS2

THE VIEW FROM YOUR WINDOW

INTRODUCTION

Hello Key Stage Two, It's Justin—the new digital version. I'm missing you all already! Every week, for the foreseeable future, I'm going to provide Art and Design lessons for you to follow at home. There will be videos to watch, websites to visit and activities to do. Ideally, it would be great if you could get your hands on some art materials—pencils, paper and watercolours, for example. But don't worry, we'll try to make do with things that you might have around the home. If your parent or carer has a phone camera, you can photograph your work and send it to me to share on the gallery page. Let's have some fun!

YOU WILL NEED

paper, pencils, pens, paints, brushes, scissors

WATCH THIS

Stephen Wiltshire, like many of us, was born with autism. As a child, he found it difficult to communicate through speech. But he was able to make incredibly detailed line drawings of buildings and landscapes, for which he became famous.

INSTRUCTIONS

1. This is the view from my window. Look at the view from your window and make a simple line drawing. Recognise the simple shapes, rectangles and squares that make up your view. Notice how things look smaller in the distance, yet larger close up. If you don't have a view, perhaps you can work from a photo.
2. If you don't have paper at home, draw on a sheet of newspaper, like I have. Keep looking at your view and try to notice everything about it.
3. Once you've built up the scene using simple shapes, draw the shapes within those shapes—windows, doors, street signs, trees.
4. Not everyone has paints and colouring pencils at home but if you do, use them to add colour to your art work. Start off with the background—the sky, the objects in the distance. Work carefully towards the foreground until you've covered the whole picture.

WATCH THIS SPACE

Soon, you'll be able to email me your work. Come back and check for the clickable link. Stay safe with your parents and enjoy making your art at home. I look forward to seeing all your wonderful art works. Best wishes, Justin x

ART AND DESIGN AT HOME

WEEK TWO... TEXTILES KS1

POTATO PRINTING AND PATTERNS

INTRODUCTION

Hello Key Stage One, This week is printing week. Zandra Rhodes is a colourful and whacky textile designer. Her printed textiles have been around for fifty years and she is now a British fashion icon. Here is a simple way to make similar printed pattern designs with two motifs. The first part is a bit tricky. You'll need a sharp knife and you must get an adult to help you. We're going to use a potato cut in half to make a small printing block. Look around your home. What inspires a motif for a repeated pattern? A leaf? A feather? A fruit? Sketch out some design ideas using simple shapes.

YOU WILL NEED

paper of any sort (preferably colourful but newspaper will do, or old brown paper envelopes), potato, knife, paint that you can get your hands on (I don't have much paint at home so I'm using some old yellow decorating paint. Do not stress your parents if this is not possible).

WATCH THIS

Meet the real Zandra Rhodes. She's fun, she's fabulous and her textile museum is right here in London. When the time is right, you could visit. For now, watch this clip and learn something new. Would you like to be a textile designer?

INSTRUCTIONS

1. Cut a potato in half. Use a sharp kitchen knife or a craft knife to cut your design into the face of the potato. If it helps, draw your motif onto the potato surface first with a felt tip pen.
2. Now, cut sideways into the potato, so that your motif is relieved from the surface. Do this with an adult. Make two different printing blocks.
3. Dip the face of your potato block into your paint. If possible find a contrasting colour to your printing paper. Press the potato down onto the paper to make your first impression. Repeat. Use a ruler to space your motifs evenly.
4. Now experiment. Imagine you are designing a piece of wrapping paper or fabric for curtains, cushions or a new sports kit. Maybe let the printed motifs dry and then overlay them with a different colour. Rotate the motif. Print them upside down. Be playful.

WATCH THIS SPACE

Have fun making art work at home. Be kind and patient with your parents and don't forget to look out for next week's new activity.

ART AND DESIGN AT HOME

WEEK TWO... DIGITAL PHOTOGRAPHY KS2

CREATE YOUR OWN LANDSCAPE

INTRODUCTION

Hello Key Stage Two, This week is photography week. Bill Brandt was a British photographer who famously created 'landscape' pictures from human body parts. He photographed abstract, close up and distorted heads, elbows, knees, legs and ears, under strong directional light to make them look like mountains, sand-dunes, rock formations. He is widely considered to be one of the most important British photographers of the 20th century. Ask one of the grown ups in your household if you can borrow them and their phone camera for half an hour. And let's get snapping.

YOU WILL NEED

a phone with a digital camera, a source of directional light (lamps or desk lamp), a family member

WATCH THIS

Visit this link to Bill Brandt's work. Examine his choice of camera angle. What does he include in the pictures? What does he leave out? Where is the light coming from?

INSTRUCTIONS

1. Follow the link in the 'Look at This' section and have a look at Bill Brandt's work.
2. Ask a family member to model for this session. How can part of the body be framed to give the illusion of land? Perhaps hair on the nape of a neck could be grass. Ears could be caves. The crease in an elbow could be a valley or a ravine.
3. Practice framing parts of the body so that they look like landscapes. Ask your model to lie on their side, perhaps. Get close up. Find a blank background for the sky. Or maybe photograph near a window so that you can include real sky or buildings in the background. Can you incorporate houseplants to give the illusion of a forest, for example? Can you use a desk lamp to create unusual shadows? Now shoot.
4. If you are able to, use the filters on the phone to make the image black and white. Or, increase the contrast.

WATCH THIS SPACE

Have fun making art work at home. Be kind and patient with your parents and don't forget to look out for next week's new activity.

A Future vision of the ‘Arts’ within Grafton Primary School

Grafton School has an Art and Design AST who leads across the Key Stages There is an ‘Art Room’, and the school has plans to develop further learning spaces for the Arts. Work done with specialist teachers means that children are also given a period of concentrated, highly focused work. Children develop better skills and learn more innovative techniques.

Grafton School aims to:

- become a school with an *enhanced* ability for teaching through creativity, with a commitment to providing further opportunities for pupils to work with creative practitioners – artists, designers, craftspeople, makers, performers and writers with an awareness for male **and** *female* practitioners from a wide variety of cultures.
- further develop the quality of art teaching by specialist and non-specialist art teachers within the school.
- develop the ‘Art’ *Learning* space within the school and to create more opportunities for children to work with specialist teachers.
- give children further opportunities to exhibit or publish work, to develop self-esteem, self-worth, motivation, stimulation and discipline – most importantly to provide children with a ‘creative voice’.

Justin Ward
Leader of Creative Curriculum
Grafton Primary School

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