



BRIDGEWATER
PRIMARY SCHOOL

Bridgewater Primary School
Bridgewater Street
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Salford
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Art, Craft and Design Policy

April 2024

(To be reviewed April 2025 by Miss E Lovell)

Art, Craft and Design Policy for Bridgewater Primary School

Intent

Our Bridgewater Curriculum is designed with the **intent** to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning, achieving greatness and nurturing lifelong learners. Most importantly we allow our children to learn in a safe and stimulating environment, where their views are valued. We recognise the value of visits as a rich stimulus for Art, Craft and Design work, providing unique access to first-hand sources of both fine art, craft and design so it is our intention that every child should have the opportunity for a 'gallery' visit in his/her school life.

Implementation

Art, Craft and Design is delivered by teaching specific key skills and knowledge and also through opportunities for purposeful cross curricular links. Art, Craft and Design is taught every half term, across the school year that are differentiated and creatively thought out; giving all children, of all different abilities, a chance to reach their potential. Differentiation within Art, Craft and Design is implemented by offering the children a wide selection of choice for each task, the children will self-assess and choose an activity that they recognise is a suitable challenge for themselves. Staff adopt adaptive teaching strategies and methods to ensure all learners can fulfil their potential. We also offer a rich and varied range of extra-curricular activities for Art, Craft and Design, with after school clubs running for EYFS, KS1 and KS2. Our Year 5 children are given the opportunity to visit an art gallery each year to further their knowledge and develop their love for Art, Craft and Design and when possible visits from working Artists, Craftspeople and Designers will be used to complement the curriculum. We currently have an artist working in school two afternoons per week to develop skills and knowledge across the school, support staff in their delivery of the curriculum and to enrich children's learning.

As the children move through the school, they will meet personalised age related key skills and knowledge statements alongside planning derived from *Access Art* that teachers can personalise and adapt to meet the needs of all children which will then inform curriculum coverage, overseen by the Subject Leader. Teachers also refer to a 'progression of skills' document which helps to recognise the skills expected for each age range. Children are introduced to a range of artists, craftspeople and designers to inspire their own work while developing an appreciation and critique others work. The progression of key skills and knowledge is demonstrated through children's use of sketchbooks. Each piece of work is labelled with the date and the key skills and knowledge obtained in that session. Teaching staff offer verbal feedback to all children but are not required to give written feedback. Classrooms are well resourced, with children working in their dedicated sketchbooks and we have dedicated, well-resourced and fully supplied art resource cupboards for EYFS, KS1 and KS2.

Art, Craft and Design lessons at Bridgewater encourage;

- The use of a wide range of source materials including natural and man-made forms and examples of art from a variety of genres, styles and cultures as a stimulus for creative work.
- Experimentation with media and materials in order to develop skills and techniques and an understanding of the elements of art.
- Opportunities to respond from memory, imagination and observation through painting, drawing, printmaking, textiles, mixed media, photography and use of ICT.
- Work in two and three dimensions and on a variety of scales
- Selecting ideas and modifying their work
- Learning and using art vocabulary
- Evaluating their own and others' work
- Learning about artists from a variety of genres, styles and cultures through looking, discussion and making connections with their own work

Display work at Bridgewater Primary School aims to provide a stimulating environment from which to develop topics of conversation and discussion. Displays show children's work, labelled with name and description of the work and with evidence of the process of making whenever possible. Corridor displays will be developed and created primarily through the once yearly art weeks.

Impact

Staff training sessions for class teachers on the delivery of Art, Craft and Design has seen a great impact on the quality of teaching and learning across the school. Staff training was delivered on how to monitor the progression of skills for

children in each year group. A second staff development session involved training on how to produce high quality work in sketchbooks and how to differentiate and adapt teaching in Art, Craft and Design and this has seen a real improvement in quality of work produced across the school.

At Bridgewater, we believe that it is important to teach the ‘whole’ child. We value the arts in high regard as we want to develop the confidence of all of our children so that they believe that they can succeed in anything. Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.

SEND

Our curriculum for Art, Craft and Design acknowledges that learners with additional needs are likely to have some difficulties in accessing the curriculum that may act as barriers to learning with regard to making necessary connections and developing a skills based approach when studying Art, Craft and Design. The learner may need support to remember previous experiences and link them to make sense of a new one. When teaching Art, Craft and Design at Bridgewater, planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We implement step-by-step reminders of key processes using visuals, and in some cases task planners and pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge and skills needed for their year group. Teaching uses visual and practical resources to help understanding of new content in Art, Craft and Design. Teachers also carefully consider adaptations – see below.

SEND Adaptations for Art, Craft and Design:

Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	<ul style="list-style-type: none"> • Step by step reminders of key processes using visuals or task planners. • Broken down success criteria with clear reminders. • Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.
Communication and Interactions	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	<ul style="list-style-type: none"> • Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab ‘You’ve chosen soft – yes it is soft’.
Physical and Sensory	
Barriers	Provision

<p>Sensory issues working with certain materials such as clay.</p> <p>Potential higher noise level/busier classroom during practical activities.</p> <p>Accessibility of the equipment.</p> <p>Child's ability to use the equipment safely</p>	<ul style="list-style-type: none"> • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Use of ear defenders or noise cancelling headphones. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.
Social Emotional and Mental Health	
Barriers	Provision
<p>Less structured lesson format may make it harder for self-regulation behaviours.</p> <p>Focus and attention on extended pieces of work</p>	<ul style="list-style-type: none"> • Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer, zones of regulation grid etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

Policy updated by Miss E Lovell (Art, Craft and Design Lead) April 2024