



# Art and Design Policy

Summer term 2019

<b>Review frequency:</b>	Every three years	<b>Review date:</b>	Summer term 2022
<b>Governing committee responsible:</b>	Pupils, Strategy & Resources committee		
<b>Governor approval:</b>	No	<b>Website:</b>	Yes
<b>Staff responsible:</b>	Subject Leader Head Teacher	<b>Date produced:</b>	Summer term 2019

## **Introduction:**

### **Purpose:**

All pupils at Clarborough Primary school are entitled to receive broad and balanced experiences in Art and Design. Art and Design will significantly feature in many of the cross-curricular topics taught in our school. A high-quality Art and Design education stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

### **Aims and principles:**

To fulfil the requirements of The School Curriculum in Art and Design, we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils to become effective contributors, confident citizens and to become globally aware.

To fulfil the requirements of The National Curriculum in Art and Design, we aim to:

- Build on the artistic skills, experience and understanding which the child already possesses.
- Encourage the child to find enjoyment, fulfilment, and achievement throughout art, craft and design and see themselves as artists, designers and craft workers.
- Develop skills to use a range of materials, techniques and tools effectively and competently.
- Feel able to express their ideas, feelings and experiences from life and society creatively.
- Develop an appropriate vocabulary to help them discuss their own work and that of others.
- Appreciate and evaluate the work of a range of artists from theirs and other cultures.
- Develop accuracy and patience whilst working in any form of artistic medium.
- See the presentation of all forms of work, written or pictorial as an art form and to develop graphic art styles to improve the appearance of their work.
- Enable children to express inner feelings and concerns.

### **Consultation:**

In order to implement the Art and Design curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy. The Head Teacher and

Governors were consulted and encourage the use of the wider community to embed learning experiences.

Sources and references:

### **Procedures and practice:**

#### **Steps:**

**Intent-** At Clarborough Primary School, we value and are dedicated to the teaching of Art and Design. We see this as a fundamental part of school life. We are committed to providing a 'cross-curricular' approach for our children. By developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

**Implementation-** As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Class teachers are usually responsible for teaching art and design, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts. Teachers ensure a wide range of resources are explored and maintain ongoing monitoring cycles to ensure the children are receiving the coverage of knowledge and skills.

**Impact-** A broad and balanced knowledge of Art and Design will enable the children to use their knowledge of skills to make links to the wider world. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

Through their art and design, the children are able to reach out into the community, with our pupil's artwork proudly displayed in the form of an exhibition where parents and carers can view their work.

## **Roles and responsibilities:**

### Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

### Head teacher:

To ensure staff adhere to and uphold the policy.

### Teachers:

The teaching of Art and Design are in line with The National Curriculum and should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Teachers use a range of teaching and learning styles including; whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

### Pupils:

To demonstrate a conscientious attitude towards their learning of Art and Design with an aim to be the best they can be.

### Parents and carers:

To support the teaching and learning of Art and Design, parents and carers are welcomed and invited in to lessons as well as the yearly exhibition created by the pupils.

## **Aspects:**

### Equal opportunities:

The Art and Design curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Education Plans (IEPs). All necessary adaptations will be made to enable all children to access the curriculum. Art and Design provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for Art and Design will be identified by the class teacher and will be included in our Incredible's display and the Art and Design subject leader will be informed.

### Health and Safety:

Visits and fieldwork are an essential part of the Art and Design Curriculum helping to develop artistic knowledge and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously using Evolve and liaising with the Education Visits coordinator. The pupils' safety and welfare is paramount. Please see the Policy for Educational Visits for detailed information.

#### Planning:

Art and Design is planned through the Schools overarching creative curriculum, rather than standalone lessons. This is outlined in the teacher's long term plans, which follow the curriculum map, in Key Stages 1 and 2. In the EYFS they are planned through continuous provision following the children's interests. All teachers aim to implement the Magenta Principles and the findings of Chris Quigley when delivering the creative curriculum. Where this is not possible, certain knowledge and skills (such as artist's studies), can be taught as 'stand-alone' lessons.

#### Teaching:

A creative approach towards our curriculum planning in Art and Design links our class projects with the current topic, whilst ensuring progression of skills. We carry out the curriculum planning in Art and Design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during that year group. Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. Class teachers complete a plan for each art and design lesson attempting to link with our topic for the term. The plans will include specific learning objectives. The class teacher keeps these plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

#### Sketchbooks

Children are given a sketch pad as they begin in Year 1. They are encouraged to develop the habit of using their sketchbooks for:

- Recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,

- Working out ideas, plans and designs.
- Reference – as they develop ideas for their work
- Looking back at and reflecting on their work, reviewing and identifying their progress.
- As an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Sketchbooks will move through the school as the children progress from one year to another, and across key stages.

### The Foundation Stage

We continue to use a creative approach towards our curriculum planning in art and design, linking our class projects with the current topic, whilst ensuring progression of skills.

We encourage creative work in the foundation stage, as this is part of the Early Years Foundation Stage Framework. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

### Contribution of art and design to teaching in other curriculum areas

#### English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

#### Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### Personal, social and health education (PSCHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They may have the opportunity to meet and talk with artists and other talented adults during their work.

#### Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons.

Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them

to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

#### ICT

Information and Communication Technology enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras. They record their observations, and they manipulate them through photo editing. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

#### Organisation:

Art and Design will be delivered through a cross-curricular approach using a creative curriculum. It will be spread uniformly through a week, term, and year, with an adequate amount of time allocated to Art and Design over the two key stages. A balance between the Art and Design components of the Curriculum will be achieved through careful key stage planning. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning.

#### Homework/ involving wider community:

Class Teacher's will set homework, as and when it is appropriate, for each year group. A creative or research-based approach is recommended where children have the opportunity to collect and collate resources to enhance their knowledge and understanding.

#### Resources:

Children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development. First hand experiences should be at the heart of work in Art and Design. These experiences will be varied and might include working outside the classroom, visits to galleries or museums, and using and handling objects. Furthermore, in school we have a range of resources readily accessible to the children including; paint, clay, pastels, mod rock, a range of artistic instruments including paintbrushes, interactive boards, iPads for research and books in our school library. We also welcome people with an interest or expertise in a particular area of Art and Design, including grandparents, family members, or representatives from the local community.

Learning resources are kept in the Key Stage 2 resource area (Art cupboard). Teachers take relevant equipment to the class. Our staff also have access to online planning and resources, through the use of the website 'Twinkl Plan it'. However teachers are encouraged to move away from this type of resource and demonstrate a more creative approach. Classrooms or shared areas will have examples of Art work created by the children and are on display throughout the year.

Additional resources are used through the afterschool 'Arts and Crafts club', ran by all staff over the year.

#### **Assessment:**

As good practitioners we are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the Art and Design co-ordinator on a termly basis. Teachers will assess the children's learning in a topic both at the start and end of a topic, using a KWL style activity. Children's attainment in Art and Design will be recorded each term using the Jigsaw assessment grids. Furthermore, the assessment of the children's work, skills and knowledge will be measured against the following:

- Written work.
- Questions and answers.
- Whole class and group discussions.
- Discussion between individual children and the teacher observation.
- Comparison with relevant level descriptors.
- Comparison with key stage programmes of study.

#### **Monitoring and evaluation:**

The Art and Design co-ordinator is also responsible for the ongoing monitoring cycle. Every term they will carry out book scrutinies, monitor planning for coverage and pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

#### **Conclusion:**

##### **Monitoring and review:**

The Art and Design co-ordinator is also responsible for the production and implementation of the action plan. The Art and Design co-ordinator is responsible for the curriculum mapping for the subject and for providing detailed resources.