

# Art and Design Policy

May 2022



**'Love your neighbour as yourself'**

Parable of the Good Samaritan Luke 10:25-37

POLICY CONTROL	
Responsible Person:	Stephanie Henney
Responsible Governor Committee:	Standards and Curriculum
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Our school policies are written with the objective of realising our vision:

**As we journey together. We learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.**

**Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.**

**We look towards the parable of the Good Samaritan as our guide.**

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

## OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

**Respect** □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

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## **Statement of intent**

Art and Design learning, across the Addmore federation allows children to develop their imagination and creativity; to make connections through their inventive minds; and give them the skills to record their designs and creative ideas. We ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken. We endeavour to nurture children's confidence in creating art, so art lessons can be a genuine place for self-exploration and freedom of expression.

Across the Addmore federation, we give the children the opportunity to be creators. Our Art curriculum develops creativity, sets challenges, engages, and inspires children and equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The curriculum is driven by subject knowledge, skills and understanding and thus encourages pupils to explore and investigate, create and evaluate artwork, as set out in the National Curriculum. Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence that builds on previous learning. Our children will value their work and always have high expectations during each stage of the process of their work, as well as the outcome.

Children are able to experiment with a range of resources and materials and are encouraged to learn different skills and techniques. Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress. We encourage them to be proud of what they achieve and what they learn.

Displaying and sharing the work they create (showcasing their skills and progress) enables pupils to create artwork with a real purpose. We want our pupils to be aware of different artists (from a variety of cultures, genres and races) and know that it's good to have unique and individual styles; this will provide opportunities for inspiration and discussion. We want our students to understand that art can be a powerful form of personal expression.

In line with our drive for inclusivity and celebration of equality and diversity, children regardless of race, gender or ability will have equal opportunity to develop their artistry.

### **1. Legal framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'Art and Design programmes of study': Key stages 1 and 2'
- DfE (2014) 'The EYFS Statutory framework 2021': Expressive Arts and Design EYFS

This policy will be used in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Primary Assessment Policy

## **2. Roles and responsibilities**

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Art and Design, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Art/Craft resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Acting in accordance with name of school's Primary School Art and Design Policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the Art and Design coordinator about key topics, resources and supporting individual pupils.
- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Curriculum**

#### Curriculum

Throughout the AddMore Federation, the National Curriculum is followed and provides a full breakdown of the statutory art content within each unit. Art is planned to support all areas of the curriculum and art focuses are chosen linked class topics. Teachers plan exciting and engaging units in line with the National Curriculum objectives. Throughout each unit children are encouraged to work creatively as set out in the National Curriculum.

#### Early Years Foundation Stage

During reception class, in accordance with the 'EYFS Statutory framework for the Early Years Foundation Stage', focus will be put on the seven areas of learning, with the creative and expressive aspect of pupils' work relating to the objectives set out within the framework.

The Foundation Stage delivers art and design content through the 'Expressive Arts and Design' strand of the EYFS curriculum. This involves guiding children to make sense of the wider world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children in the EYFS have opportunities to build, construct and design models throughout their provision. Children also have access to a range of creative resources to carry out art and mark making during their continuous provision. Although children have the opportunity to be artists and get creative through provision, art can also be planned in line with the EYFS framework topically. Some focused art lessons will match up with topics taught in class. Such as in spring time children may paint daffodils and look at Van Gogh's Sunflower paintings in summer. They are assessed according to the Development Matters attainment targets and ELGs.

#### Key Stage 1 and Key Stage 2

Taken from the national curriculum, the purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Throughout each unit of learning KS1 pupils will be taught to work creatively by:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history

Throughout each unit of learning KS2 pupils will be taught to work creatively by:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:
- To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

#### **4. Cross-curricular links**

Wherever possible, the Art curriculum will provide opportunities to establish meaningful links with other curriculum areas. We endeavour to make art as cross curricular as possible and link to as many subjects and topics that term. An example of this is in Year 3/4 the children have completed African art linked to their Literacy topic on Africa and Wildlife. Other classes have focused on the artwork of Hokusai in correlation with other work linked to Japan in Geography.

#### **Spiritual development**

Children will be given opportunities to appreciate the vastness of art and the natural world, encouraging a sense of awe and wonder.

#### **Learning Outdoors**

Due to the rural nature of both of our schools, we encourage art learning to take place outdoors where ever possible. Both sites have well developed forest school areas and this allows children to explore a great deal of scientific learning outdoors.

#### **5. Teaching and learning**

The delivery of art and design teaching places an emphasis on being unique and being creative and practical activities which are based on specific artists work. Opportunities for outdoor learning are provided wherever possible. Art and Design is taught in alternative cycles. One term will start with art and then the next DT. Each lesson is taught weekly and is also delivered through cross curricular links in other subjects. Approximately 60 minutes are allocated to the teaching of Art and Design per week depending on their cycle.

Art lessons are differentiated according to children's learning requirements. This ensures all groups of learners can access the curriculum and make progress in each

session. Lessons will demonstrate the balance of visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience.

Care is taken to ensure progression from the foundation stage and throughout key stages 1 and 2. When topics are revisited another layer of knowledge and skills are added.

Pupils are taught to describe scientific processes using technical terminology and specialist vocabulary and this is clearly mapped out on our progression documents.

Science lessons will allow for a wide range of enquiry, including the following:

- Questioning, and interpreting
- Practical experiences
- Collaborative work
- Developing different artistic techniques
- Different mediums – sculptures, 2D work etc.

Each year group will have opportunities to undertake educational Art and Design based visits and children will also experience visitors to support further learning in Art and Design.

## **6. Recorded Work**

Work is recorded according to the type of art style and art focus. An example of this would be if we were practising charcoal work, children would use a sketch book. Each child has an art sketch book in their classrooms. Much of the art that is taught will be recorded and through a variety of mediums this includes sculptures and models that are placed out on display for staff, peers and visitors to see.

## **7. Planning**

The study of Art and Design is based on the 2013 national curriculum. Art and Design topics are mapped out on long-term rolling programs of study, which are carefully linked with learning in other curriculum subjects. Units of study have been organised in a way that supports progression in knowledge, skills and creative vocabulary.

## **8. Assessment and reporting**

Art and Design learning will be assessed continuously throughout the year through formative assessment, and teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various ways including:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the unit learning objectives
- Observing practical tasks and activities

- Pupils' self-evaluation of their work
- Quizzes and other activities at the beginning and end of a unit.

Art and Design attainment is shared with parents during parent's evenings and in written reports at the end of each year. These will include information on the pupil's attitude towards Art and Design, progress and the knowledge levels they have achieved.

### **9. Equipment and resources**

We keep a wide range of Art and Design resources in a central store area in the school and teachers have easy access at all times. The subject leader is responsible for purchasing, organising and replenishing resources and works with staff to ensure equipment is available for each unit of study. The subject leader will carry out an annual audit of the art and crafts resources, reordering any consumables when necessary. Resources and equipment is assessed in line with the schools health and safety policy.

### **10. Health and Safety**

Safe working practices are an integral part of all Art and Design activities. All staff are aware of safe and correct handling of tools, materials and equipment. Staff members will act in accordance with the school's Health and Safety Policy at all times and seek further support from the subject leader as needed. The teaching staff demonstrate to pupils how to work safely and ensures that all children using equipment are properly supervised. All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.

Health and safety advice is clearly outlined in unit plans and teachers have access to advice and guidance from COSHH and CLEAPSS. Special risk assessments will be conducted when needed.

### **11. Equal opportunities**

All pupils will have equal access to the entire Art and Design curriculum, including practical work and gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing any Art and Design lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. We aim to support academically able pupils by providing opportunities to extend their learning through extension activities such as, investigative work and research of an artistic nature.

### **12. Monitoring and review**

The subject leader will monitor the delivery of Art and Design teaching and the quality of learning across the school. This is done through observations, drop in sessions, book looks and discussions with children. The subject leader is also responsible for reviewing the Art and Design action plan to ensure priorities are identified and actioned.



The subject leader will also meet with the link governor on a termly basis to review priorities and actions and any developments will be communicated with staff.

This policy will be reviewed biannually by the subject leader, in collaboration with the link governor, SLT and the head teacher.