

Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School



Art and Design Policy

This policy was reviewed: June 2022

The date of the next review: June 2024

Art and Design Curriculum Intent

At Eggescliffe CE Primary School, we believe that art, craft and design are an essential and integral part of our pupil's education. It provides them with opportunities to develop a range of ways in which they can express their individual creativity in a visual or tactile form. It fires imagination, enabling pupils to respond to the world around them in a unique, individual way. Our aim is that pupils develop a natural sense of wonder and curiosity about the world and therefore this links strongly to the Christian values we promote, encourage and celebrate.

Our art curriculum is designed to develop proficiency in drawing, painting, textiles, printmaking and sculpture, with the overall aim of developing the ability to think critically and develop a more rigorous understanding of art in all its forms. Through our unique curriculum design, we focus on the explicit teaching and modelling of core skills, recognising that these skills need constant reinforcement. A 'closed project' builds upon core knowledge and skills. For example, colour mixing/matching work could be linked to a study of the work of an artist, craftsperson or designer and how they have used colour for a specific purpose. An open project builds upon previously identified learning and give pupils the opportunity to explore, experiment and put this learning into a different context.

Pupils develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed through an accessible and engaging curriculum which will enable pupils to reach their full potential, as well as cross curricular projects to foster particular strengths and interests, for example links with St John's Church and whole school themed displays. We actively seek opportunities to celebrate and experiment with different art forms such as participation in the Spiritual Arts Project.

1.) Legal Framework

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

- ❑ DfE (2013) 'Art and Design Programmes of Study: key stages 1 and 2'
- ❑ DfE (2017) 'Statutory Framework for the Early Years Foundation Stage'
- ❑ Equality Act 2010

This policy operates in conjunction with the following school policies:

- ❑ Accessibility to School Policy
- ❑ Assessment Policy
- ❑ SEND Policy

2.) What is Art and Design?

"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."

(National Curriculum, 2014)

The aims for Art and Design are to:

- ❑ provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all pupils
- ❑ teach pupils to express their own ideas, feelings, thoughts and experiences
- ❑ stimulate pupil's creativity and imagination by providing visual, tactile and sensory experience
- ❑ help pupils explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- ❑ develop pupil's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- ❑ cultivate pupil's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- ❑ evaluate and analyse creative works using the language of art, craft and design
- ❑ enhance pupil's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects
- ❑ to understand the historical and cultural development of their art forms

3.) National Curriculum Subject Content:

EYFS:

All pupils in the EYFS are taught art as an integral part of the topic work covered during the academic year. All art objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory Framework for the Early Years Foundation Stage':

- ❑ Communication and language
- ❑ Physical development
- ❑ Personal, social and emotional development

The four specific areas through which the three prime areas are strengthened and applied:

- ❑ Literacy
- ❑ Mathematics
- ❑ Understanding the world
- ❑ Expressive arts and design

The art curriculum in the EYFS focusses on the specific areas of understanding the world and expressive arts and design.

In the EYFS, pupils are given the opportunity to explore texture, colour, shape, form and space to represent ideas or emotions. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. The history of the visual arts is hinged on curiosity, and as such our youngest pupils are enabled and guided to explore basic skills in art and to nurture their own creativity and enthusiasm. The pupil's learning includes art, music, dance, role-play and imaginative play.

Key stage 1:

- ❑ to use a range of materials creatively to design and make products
- ❑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ❑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ❑ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2:

Pupils will 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.

- ❑ 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.) Planning and the Curriculum

At Eggescliffe C.E. Primary School, we adapt the National Curriculum to meet the needs of our school and our class. Art is taught as a subject in its own right, both as a discrete lesson and as part of cross-curricular themes when appropriate.

Our Art Curriculum is designed to develop proficiency in drawing, painting, textiles, printmaking and sculpture, with the overall aim of developing the ability to think critically and develop a more rigorous understanding of art in all its forms. Through our curriculum design, we focus on the explicit teaching and modelling of core skills, recognising that these skills need constant reinforcement:

Key Experience:

Explicit teaching of basic/core skills on whole class/group/ individual basis, i.e. how to hold paintbrush; use batik tools; mix secondary colours, tints or tones; use a printing roller, lay out a work area etc. These skills need constant reinforcement and planning should recognise the importance of this input. Teacher should model key skills.

Closed Project:

Closed or focused projects should build upon skills developed in the 'Key Experience' i.e. colour mixing could be developed into an activity of limited scope such as matching a specific range of colours to an observed object. Colour mixing two warm or cool primary colours to produce a range of oranges or greens could be developed into an observational painting of a selected area of a seasonal fruit. Planning should aim to support identified 'Key Experience' with a number of closed or focused projects.

Open Project:

An 'Open Project' should aim to build upon the skills and knowledge progressively built up through 'Key Experiences and 'Closed Projects'. For example, colour mixing/matching work could be linked to a study of the work of an artist/craftsperson/designer and how they have used colour for a variety of purposes. The practical skills learned should also be supported through input on how to access learning resources and the development of research skills. An open project should build upon previously identified learning and give pupils the opportunity to explore, experiment and put this learning into a different context.

Our long-term plan maps out the units and focus taught in each term during the year. Activities in Art and Design build upon the prior learning of the pupils. Whilst we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we also ensure there is increasing challenge for the pupils as they move up the school.

Our medium-term plans give details of each unit of work for each term. These plans define what is taught and ensure an appropriate balance and distribution of work across each term. They include key vocabulary for the unit as well as suggested resources and artist links.

5.) Cross-curricular links

English

Art enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work. Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers. Pupils can use art when creating and drawing images and designs in their English work, e.g. when creating stories with pictures.

Maths

Art contributes to the teaching of maths by enhancing pupils' understanding of shape, space and measurement.

PSHE

Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches.

SMSC

Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons. Art helps pupils to develop respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings. Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.

Computing

Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas. Pupils can record their observations and manipulate them through editing or painting software to create their own designs. Pupils can use the internet to explore famous artists and designers.

6.) Teaching and Learning

The school uses a variety of teaching and learning styles in art lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing artwork, and evaluating these.

The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.

Principles for effective teaching include:

- ❑ Setting tasks in the context of pupils' prior knowledge.
- ❑ Promoting active learning.
- ❑ Inspiring, exciting and motivating pupils to know more.

Strategies for effective teaching include:

- ❑ Ensuring the teaching methods used suit the purpose and needs of the pupils.
- ❑ Providing a meaningful context and clear purpose when assigning tasks.
- ❑ Using focussed practical tasks to help pupils develop and evaluate artwork.
- ❑ Ensuring tasks are built on skills and understanding.

Pupils are provided with a sketchbook. A sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques. Pupils are encouraged to use their sketchbook as a place of practise, and to represent their thoughts and feelings through art and design.

Sketchbooks are used for:

- ❑ Practising certain skills and features and gathering information to use on larger pieces of work in class.
- ❑ Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- ❑ Recording details about drawings.
- ❑ Developing ideas for future studies.
- ❑ Gathering information to give specific knowledge of how things are made or work.

Sketchbooks can be used as places to collect the following items:

- ❑ Photographs
- ❑ Pictures from magazines, comics, cards etc.
- ❑ Samples of textures, fabrics and other materials
- ❑ Lists of resources that pupils may use to produce a larger piece of work
- ❑ Colour strips from colour mixing

- ❑ Evaluations of their own work and the work of other artists

Sketchbooks are an essential record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes. Displays of artwork are used to celebrate achievement and support teaching and learning. The school promotes displays of artwork in classrooms to influence how pupils feel about their environment, convey standards and promote high expectations. Displays are used to communicate ideas, stimulate interest, celebrate pupils' work and to reflect the ethos of our school.

7.) Assessment and Reporting

Effective teachers employ a range of assessment strategies in order to monitor pupils' progress and attainment. Questioning is used to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. Assessment is used as a diagnostic tool, which informs future learning. Pupils should be supported in assessing their own work and in identifying targets for improvement.

Characteristics of effective assessment practice include:

- ❑ Questioning is used throughout the lesson in order to judge pupil understanding;
- ❑ Mistakes and misconceptions are used constructively to facilitate learning; and
- ❑ Pupils are encouraged, through verbal target setting, to improve progress and attainment.

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Sketchbooks are a valuable tool to assess progress and attainment. We assess the pupil's work in art and design whilst observing them work during lessons. Pupils constantly make judgements and evaluate their work as the need to make modifications arises. Pupils are encouraged to assess their own achievements and those of others in a positive way.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each pupil's progress in each aspect of the art curriculum, determining what has been learned and what should therefore be the next step. At the end of each unit, the teacher tracks progress against age related statements of attainment. This data is entered using the terms Emerging, Expected and Deeper Understanding for a particular year group.

The teacher and Subject Leader use this information to decide where a child's progress differs markedly from that of the rest of the class enabling future work to be planned for the child. The teacher also makes termly assessments to parents at Parent Consultation Evenings and an annual assessment of progress, as part of the annual report to parents.

8.) Equal opportunities

Egglecliffe C.E. Primary School is an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the art curriculum is differentiated for these pupils, in line with the SEND Policy (see below).

The planning and organising of teaching strategies for art will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage. The school aims to maximise the use and benefits of art as one of many resources to enable all pupils to achieve their full potential.

We recognise that we have pupils of differing abilities in our classes and provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- ❑ setting common tasks that are open-ended and can have a variety of responses;
- ❑ setting tasks of increasing difficulty where not all pupils complete all tasks;
- ❑ grouping pupils by ability and setting different tasks for each group;
- ❑ providing a range of challenges with resources to support;

- ❑ using additional adults to support the work of individual pupils or small groups.

We enable pupils to have access to the full range of activities involved in learning about art and design. Where pupils are to participate in activities outside the classroom, for example a school trip, we carry out a risk assessment prior to the activity, to ensure the activity is safe and appropriate for all pupils.

Where progress falls significantly below the expected range, we look at a range of factors – classroom organisation, teaching materials, teaching style, differentiation, so that we can take some additional or different action to enable the child to fully access the art curriculum. Where a child's progress exceeds the expected range, appropriate extension work may be planned, where necessary, to allow pupils to learn more effectively.

9.) Monitoring and Review

The monitoring of standards of work and of the quality of teaching in art and design is the responsibility of the Art and Design Subject Leader. The subject leader will monitor the progress and levels of attainment of the pupils. Self-review will include:

- ❑ the scrutiny of planning, to monitor progression and the teaching of core skills, ensuring assessment is used to guide planning
- ❑ analyse assessment information to evaluate the strengths and weaknesses in the subject, to indicate areas for further development and inform the Art Action Plan
- ❑ informal lesson observations
- ❑ team teaching
- ❑ pupil voice

11.) The Role of the Subject Leader

- ❑ Preparing policy documents, curriculum plans and schemes of work for art.
- ❑ Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- ❑ Monitoring the learning and teaching of art, providing support for staff where necessary.
- ❑ Ensuring the continuity and progression from year group to year group.
- ❑ Helping to develop colleagues' expertise in art.
- ❑ Organising the deployment of resources and carrying out an annual audit of all related resources.
- ❑ Liaising with teachers across all phases.
- ❑ Liaising with the SENCO about support for pupils with SEND.
- ❑ Communicating developments in the teaching of art to all teaching staff and the SLT as appropriate.
- ❑ Leading staff meetings and providing staff members with the appropriate training.
- ❑ Organising, providing and monitoring CPD opportunities in art.
- ❑ Ensuring common standards are met for recording and assessing pupil performance.
- ❑ Advising on the contribution of art to other curriculum areas, including cross-curricular links and extra-curricular activities.
- ❑ Collating assessment data and setting new priorities for the development of art in subsequent years.

The Role of the Teacher

- ❑ Acting in accordance with this policy.
- ❑ Ensuring the progression of pupils' art skills, with due regard to the long-term plan and the national curriculum.
- ❑ Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- ❑ Displaying pupils' artwork in a way that enhances the learning environment and promotes a variety of ideas and designs.
- ❑ Liaising with the subject leader about key topics, resources and support for individual pupils.
- ❑ Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis and the subject lead on a termly basis.

- ❑ Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- ❑ Undertaking any CPD that is necessary to effectively teach art.
- ❑ Maintaining the resources required to deliver lessons.

Teachers aim to make their classrooms visually stimulating to arouse imagination and inventiveness. Teachers show pupil's work is valued by displaying it in a thoughtful and caring way. Work is judged individually in relation to personal abilities and displayed taking this into account. Captions, questions and pupil's writing accompany displays, where appropriate.

12.) Health and safety

Pupils have full access to a wide range of materials in art, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment.

The risks of each task and the tools required, will be assessed by the classroom teacher and subject leader before lessons. Pupils will be taught to use tools and equipment properly by the classroom teacher before use. To prevent unsupervised access to potentially harmful tools or equipment e.g batik sets. These will be locked in the hall cupboard when not in use.

13.) Resources

The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources. Classrooms have a range of basic resources, but more specialist equipment and resources are kept in the hall. At the start of each school year, the subject leader will assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary. Art, craft and design books and reference books can be found in the hall cupboards. Resources should be returned to the cupboards tidily and the Subject Leader should be informed when stock runs low.

Equipment and media within classrooms should be organised and accessible. Pupils are taught how to care for resources and surroundings.

14.) Monitoring and review

The Subject Lead will review this policy every two years. Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is **June 2024**