

Avondale Primary School

Art and Design Policy

Introduction

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff.

Art and Design is a subject within the National Curriculum 2014. This policy outlines the guiding principles by which Avondale Primary School will implement Art and Design in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher and Art and Design Subject Leader to ensure that the policy is successfully implemented.

Intent

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. (From the Art and Design National Curriculum 2014 document).

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. We value art and design as an important part of the children's entitlement to a broad and balanced curriculum. We recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills.

At Avondale Primary School the teaching of art and design should help children to develop an interest in and appreciation of the creative world.

- To promote a stimulating environment in creativity, originality and expressiveness.
- To enable pupils to acquire a wide range of skills and concepts through a balanced curriculum and apply these appropriately in a variety of art media.
- To provide teaching and learning for the development of co-operation, communication, confidence and creativity.
- To develop an appreciation of art within children's own work and their environment and within the work of artists, craft workers and designers from a variety of genres, cultures and historical periods.
- To use skills and imagination, tools and materials safely to communicate confidently.
- To provide every child with the breadth, depth and progression of experiences which allows them to effectively explore ideas, investigate, make, evaluate and develop their own work.
- To display work in the classrooms and communal areas for the enjoyment and appreciation of all.

We believe that all children in our school are entitled to a broad and balanced art curriculum, regardless of ethnic origin, gender, class, attitude or disability.

The national curriculum for art and design aims 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 form

Implementation

Our art work is based on the National Curriculum Programmes of Study for Art and Design. We follow the 'Kapow Primary' scheme of work. Kapow Primary's Art and Design scheme of work supports pupils to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. The scheme gives pupils the opportunity to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

The scheme of work incorporates five strands which are revisited in every unit:

- Making skills
- Generating ideas
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

In our 'Art and Design Skills' and our 'Formal Elements' of art units, pupils have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Kapow Primary's Art and design curriculum develops pupil's knowledge and understanding of key artists and art movements through the 'Every picture tells a story' units and links to artists through practical work. Our units fully scaffold and support essential and age-appropriate sequenced learning and are flexible enough to be adapted to form cross-curricular links.

Foundation Stage children investigate Expressive Art and Design through a topic based approach. Some skills are taught directly, but children are also provided with daily opportunities to access creative arts through play and exploration of a range of materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children learn to express their ideas and feelings through different media.

In Key Stages 1 and 2, all classes have a scheduled Art and Design lesson each week (or blocked) every other half term (alternated with Design Technology). Lessons are always practical in nature and encourage experimental and exploratory learning, with both Key Stages using sketchbooks to document their ideas. Each year group has a Formal Elements, Art and Design Skills and Apply unit, with the exception of Year 6 who have two Art and Design Skills units and no Formal Elements unit.

Teachers are provided with a long term plan which correlates with the National Curriculum coverage for each year group. A medium term plan has also been created in line with Kapow Primary for each year group which informs staff of the learning objectives, enquiry questions, key skills and knowledge and assessment focus. Teachers will edit and evaluate plans so teachers are able to reflect on the effectiveness of the lessons and assess the children's learning.

All children will have an art and design sketchbook that they will work in. Work may be recorded in a variety of ways including drawings, paintings, sketches, photographs and notes. Art work should be displayed on a topic display and should be used to support the children's learning. This will also provide them with relevant art vocabulary and display good pieces of work.

Health & Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips. This will identify any risks and procedures will be put into place to minimise these. Staff should carry out a risk assessment before using any equipment the teacher finds hazardous. All children must be taught to use equipment carefully and safely. Equipment must be checked by teachers and any found to be defective must be withdrawn and the art co-ordinator notified.

The 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.
- PSHCE - 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 have the opportunity to meet and talk with artists and other talented adults during their work.
- SMSC - 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 gives 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. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. 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.

SEN

All pupils, including those with SEND, are entitled to participate in art and design activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:-

- extended time to develop knowledge and understanding
- differentiated activities/resources – larger brushes, paper, pencils
- visual prompts and examples
- pre-teaching vocabulary
- teacher/TA support/collaborative art
- adapted recording systems, videos on loop
- adaptive teaching and differentiated by expected outcome
- further aids or adapted equipment to allow access to practical activities
- self-led art activities in continuous provision

Equal Opportunities.

It is the responsibility of all teaching staff to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Art and Design Curriculum.

Resources

We have a wide range of resources to support the teaching of art and design across the school. An extensive collection of surplus resources are located in a designated art stock room. Resources are also stored in the cupboards outside of the library and in the junior photocopier room. Essential resources (paintbrushes, water pots, selection of paints, aprons) are stored in the classroom or shared between joint classrooms. It is imperative that all resources are returned to their correct place, by an adult, in the condition they were found.

Children will be 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 and refer back to key vocabulary
- Knowledge Organisers – to refer back to key knowledge and vocabulary
- 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 sketchbooks will contain no mounted end-pieces.

Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and each unit has a knowledge capture which can be used at the start and/or end of the unit.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Assessment

Kapow Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. Observations of pupil progress within each lesson are used to plan subsequent teaching, including targeted support and opportunities for working at greater depth. Knowledge organisers are used in each unit to support assessment. Summative assessments are made after each unit of work and are based on knowledge and progression of skills. This is then collated and analysed by the subject leader. Good examples of work are collected by the subject lead, which is put together in a file/portfolio for teachers to use to support their assessment.

At the end of the year, attainment is reported to parents for Art and Design. Each teacher passes this information on to the next teacher at the end of each year. Marking and feedback is completed in line with the school's marking policy.

Monitoring

Subject leader monitors provision in Art and Design through:

- observations and learning walks
- sketchbook scrutiny
- teacher/subject leader discussions
- pupil voice activities

Monitoring activities and an analysis of attainment and progress are used to formulate the subject leader action plan (which is updated yearly) and an annual subject report for SLT and Governors.

The Role of the Subject Leader

The subject leader for art and design is Kathryn Lysons.

It is the role of the subject leader to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in art and design throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work.
- Monitor progress and attainment in art and design.
- Take responsibility for the purchase and organisation of central resources for art and design.
- Keep up-to-date with developments in art and design education and disseminate relevant information to staff.
- Produce an Action Plan at the start of each academic year.
- Produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

- The link Governor for art and design is Brian Taylor. Brian has the responsibility of meeting with the subject lead to discuss data, development of the action plan and any other issues. The link Governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write a report to be discussed and accepted at the Curriculum Committee Meetings. This will be a termly report for core subject areas and a yearly report for foundation subjects.

Background Documentation

- This policy was informed by reference to National Curriculum documentation 2014.

Review

- This policy will be reviewed by the Headteacher and all the staff every two years and amendments are presented to the Governing Body.

Date of last review: April 2022

Date of next review: April 2024