

Art and Design

Policy

*‘Let all that you do be done in love’.*

*Corinthians 1*

At Arnside National CE Primary School, we value Art and Design as an important part of the children’s entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

**Aims and Objectives**

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.

**Aims**:

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 forms.

As well as these, Arnside National CE Primary School aims to:

* Embed the use of sketchbook to help support and enhance greater depth learning throughout all subjects.
* Ensure that all children are given the freedom to work in their sketchbooks to develop skills.
* Have an understanding of Spotlight Artists that allow children to experience diversity and inclusivity.
* Expose children to a wide range of media.
* Provide children with an extensive vocabulary to allow them the opportunity to discuss art and art appreciation at an impressive level.
* Develop a love of art that they can share enthusiastically and with wisdom to others.

**Teaching and Learning Style**

The teaching and implementation of the Art and Design Curriculum at Arnside National C of E Primary School is based on the National Curriculum supported by the Charity - Access Art. The curriculum is a mixture of stand-alone topics and topics that are linked to other subject areas, to ensure a well-structured approach to this creative subject.

The whole school has the same focus area each term which consist of;

* **Autumn term** Drawing and sketch books
* **Spring term** Surface and colour
* **Summer term** Working in three dimensions.

During this work the children will learn about famous, local, national and international artists which when explored, enhances the children's learning further. Planning in such away ensures that the children are yearly revisiting and building upon the progression and skills.

**Sketchbooks:**

Our aim is to embed the use of the children’s sketchbooks. They will be used from EYFS (reception) onwards to:

* Collect information, sketches and resources
* Present and develop ideas
* As a visual reference
* Annotate and reflect on ideas and experiments (refer back to Lesson Objective)

Children’s sketchbooks will move through the school with the children. This is important because for skills and knowledge to become embedded, they need to be revisited. By having a book which goes through the school with them, the children’s progress over time can be recorded. Children can take photographs/ photocopies of their pieces to take home as part of their Learning Journey.

**In the Early Years Foundation Stage**

Our school’s curriculum mapping with the support of AccessArt promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confidence and independent creators. In order to prepare the children for the pathways in the Primary Art Curriculum. The aim of this, is to help give pupils opportunities and experiences which enable them to:

#### **Build dexterity skills**

#### **Explore materials and mark making in a playful way**

#### **Use bodies and imaginations to inspire making**

#### **Explore how they can reflect and share their views about what they have seen or made**

#### **Explore how art enriches our lives**

**Contribution of design and technology to teaching in other curriculum areas**

Our Art and Design curriculum provides lots of opportunities for literacy, design and technology, numeracy, history, geography, RE and scientific knowledge to be practically applied.

**Assessment and Recording**

The impact of our art and design curriculum can be seen not only in our children’s Journals but also through classroom displays and throughout the school environment.

Everything we do, is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success. Arnside National CE School advocates for conversation-based assessment in art which takes place on an ongoing basis.  The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection and evaluation. These are not activities which should just take place at the end of projects, but throughout the creative process. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child. This kind of assessment requires that the teacher is actively involved in each learning journey of every child. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in such a sensitive area as nurturing a child’s creativity.

As well as assessment through conversation we also measure the impact of our curriculum through the following method:

* Summative assessment of pupil discussions about their learning (as stated above).
* Images of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Pupil’s Journals are scrutinised during staff CPD and there is the opportunity for a dialogue between teachers to understand their class’s work
* Annual reporting of standards across the curriculum.

Children in the Early Years Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly as above through discussions, evidence on Dojo and age-related expectation levels are reported to parents at the end of the reception year.

**Leadership Roles**

The Art Leader is responsible for ensuring that the aims of the Art Policy are met. In addition to this, the Art Leader should: -

* Be enthusiastic about Art and demonstrate good practice.
* Encourage and support staff in the implementation of the curriculum and school approaches to the teaching of art.
* Co-ordinate assessment procedures and record keeping ensuring progression and development throughout the school.
* Monitor the teaching, learning and application of art throughout the school.
* Organise and review all art-based resources, ensuring they are readily available and maintained.
* Support staff by encouraging the sharing of ideas and organising training as appropriate.

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 co-operate 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.

**Equal Opportunities and Inclusion**

At Arnside National CE school,we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels, plus, the use of the thorough schools’ progression mapping in Art and Design allows all staff the capability to guage each child’s level.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks 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 learn more effectively. This ensures that our teaching is matched to the child’s needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.

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

**Safe** **Practice**

Children are encouraged to consider their own safety and the safety of others at all times. Teachers will provide a safe and secure environment for children to learn. Any liquids or solutions used will be risk assessed within the liquid and safe liquid folder within the school.

**Recording in Art**

The way in which Art is recorded is within individual sketch books. Children are encouraged to take complete ownership of their books and be proud of the work within them. The work within the sketchbooks will show progression and the experiential and practical opportunities that children are encouraged to complete. Art will take a high profile within the school and artwork will be visible around school and within exhibitions, where available and appropriate, within the local area.

**Equipment and Resources**

There is a wide range of resources available to the school which will be maintained and monitored by the Art Leader. The resources are a collective responsibility for the whole school, and pupils are encouraged to treat resources carefully and safely. Children are expected to, where appropriate, to choose their own equipment and set such equipment up ready for their art lesson. This should be done under adult supervision with health and Safety requirements in mind. By doing so, they will:

* make sensible choices about which equipment to use.
* treat the equipment with care.
* use the equipment with their own and other’s safety in mind.
* become independent learners.

Monitoring and Review

The head teacher is responsible for the standard of children’s work and for the quality of teaching in art and design. The work of the subject leader involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.