



# HEAP BRIDGE VILLAGE PRIMARY SCHOOL

*"Working together, learning together"*

## Art & Design Policy

Headteacher

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September 2020

**BE POSITIVE**

**BE PRO-ACTIVE**

**BE PROUD**

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL

## ART POLICY

### Statement of 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 and create their own work. 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. Art education should foster an enjoyment and appreciation of the visual arts, and a knowledge of artists.

*The writing of this policy, alongside the 'Long Term Curriculum Implementation Plan' has been informed by the school's research into best practice. Key sources used to inform school practice include membership access to the [NSEAD](#) publications and resources and a comprehensive summary of research findings in to the teaching of art.*

### Aims of our art curriculum:

- 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.

### Subject content:

The main focus of our subject content is determined by our focus on the national curriculum expectations as set out below.

#### Key stage 1

*Pupils should be taught:*

- *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 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.*

Specific endpoints for each year group have been developed in line with the recommended assessment and progression framework published by NSEAD. These are set out within our 'implementation plan' for the subject and follow the structure we have set out in our teaching process/pedagogy (see diagram below).

## Implementation Strategy:

### Heap Bridge teaching process/pedagogy



### Subject Knowledge & Curriculum Planning

To ensure a clear focus on the above priorities the school has set out a detailed '**Long Term Curriculum Implementation Plan**' (*published on our school website*) which clearly sets out a progression framework for pupil's acquisition of knowledge, skills and understanding across the range of curriculum content taught from Year 1 to Year 6.

### Art in the Early Years Foundation Stage

At Heap Bridge art is embedded and entwined throughout the whole EYFS curriculum. We are aware of the need to expose our children to a wide range of experiences and skills to instil a love of creativity at the earliest age. The most relevant statements from art are taken from the following areas of learning; Expressive Art and Design, Physical Development and Communication and Language:

*'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.'* (EYFS Framework 2021)

Throughout the year children enjoy learning about artists such as Wassily Kandinsky and Monet. They experiment with pastels, paints, oil crayons and a range of tools. When studying the changing seasons they use different materials to create individual and group collages and are taught to discuss their preferences and similarities between their creations.

### **Use of sketchbooks**

Sketchbooks are used from Year 1 through to Year 6 to regularly record, collect and investigate ideas, images and wider research, relevant to current and ongoing work. The sketchbook will provide a solid evidence base for the work pupils undertake within the 'investigate & research' and discover & connect' aspects of the art and design teaching process, enabling pupils to develop their ideas in a central, personal space, from year to year.

Sketchbooks will also provide a place for year group assessment overviews, to mark the beginning of each school year's programme of work and provide an area for teachers to record their ongoing assessment of pupils work and artistic development.

### **Cross-Curricular Links**

The school incorporates Art into a wide range of curriculum areas. There are opportunities to develop English skills during our art lessons by using specific key vocabulary and technical terms, discussing the children's own work and that of other artists and researching artist and their work. Mathematical skills will be developed through the cross-curricular maths opportunities linked in with current Maths topics, as well as opportunities to use Computing skills in ways that will enhance children's learning. Art is often linked with our History topics in particular to support the repetition and embedding of key vocabulary and skills. Children will also be given opportunities to create artwork throughout the year which link into their Science, History and Geography topics where appropriate as part of class and corridor display work. They will be encouraged to use their PSHRE skills when discussing their own and each other's art, offering feedback, support and encouragement to each other.

### **Subject/Curriculum Leadership**

The 'STEAM' (*Science, Technology (I.T.), Engineering (D.T.), Art and Mathematics*) curriculum team (*see 'Curriculum Leaders Handbook'*) will be responsible for:

- i) Producing and reviewing an agreed art policy and curriculum implementation plan which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- ii) providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;
- iii) developing an overview of the art curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
- iv) co-ordinating the purchase, organisation and storage of appropriate art resources;
- v) collecting evidence of pupils' work in the subject to ensure consistency of standards and monitoring approaches to assessment;
- vi) assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the art policy and curriculum planning as appropriate;
- vii) keeping abreast of recent developments in the subject, attending relevant subject specific training and participating in the planning and delivery of school based training and discussions.

Class teachers will be responsible for:

- i) participating in the collaborative development of art schemes of work and lesson plans which meet the criteria agreed by the school and which ensure that pupils encounter a range of key entitlement experiences;
- ii) developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
- iii) ensuring the highest quality of teaching within the subject and seeking professional development opportunities where required
- iv) reporting to parents on pupils' attainment and progress in art;
- v) participating in the collaborative review of the effectiveness of schemes of work and lesson plans.

### **Parental and community involvement** and liaison with other schools

Parents will be given opportunities to support and be involved in pupils' learning in art in a variety of formal and informal ways such as "**Working together, learning together**" days and class assemblies. School stakeholders will be kept informed of developments in the subject by newsletters and regular updates to the school blog. Parents and other members of the local community also constitute an important resource which can be used to help pupils explore a variety of aspects of the subject and regular use will be made of appropriate visitors and visits during the art programme. Pupils will be encouraged to develop and extend their studies at home and to become aware of the value and potential of the subject in a range of different contexts.

### **Health & Safety**

DBS information will be checked and carried out by the school office before any Art workshops in school.

Risk assessments will be carried out before Art trips and/or specific lessons using particular equipment.

## **Measuring Impact:**

### **Assessment, recording and reporting**

As with any curriculum plan, its success is determined by the degree and depth to which pupils learn and acquire the knowledge and skills set out to be taught. The school is working towards a situation where assessment, recording and reporting of learning in art is based around the following:

- a) Key knowledge & skills identified within the 'Long Term Curriculum Implementation Plan' document.
- b) Individual year group assessment sheets to track pupils progress across the curriculum.
- c) Teacher identification of the different outcomes they would expect across each taught unit of work.
- d) Teacher's assessment of pupils work and record of outcomes of pupils against standards of emerging, expected and higher standard.
- e) Assessment information is further used to assist teachers to plan their work with the class and prepare their reports to parents;
- f) Reports to parents contain effort grades within the subject and at what level the children are working at in relation to emerging, expected and higher standard
- g) The 'STEAM' curriculum team will collate small portfolio of examples of students' work that illustrates pupils' performance in each of the key assessment tasks.

## **Parity & Inclusion**

A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils, including students with SEND, higher ability pupils and those from different ethnic or gender groups. These include: differentiating lessons, developing core skills, effective lesson planning and management, the appropriate deployment of resources and careful assessment and monitoring.

The senior leadership team alongside the STEAM curriculum team will monitor the application of these strategies.

## **Review:**

September 2024