



UNITED SCHOOL'S BIG HUB

Kingsteignton School

ART AND DESIGN POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National Curriculum and EYFS Curriculum
- To promote continuity and coherence across the school and federation.
To state both the school's and United Schools Big Hub approaches to this subject in
- order to promote public, and particularly parents' and carers', understanding of the curriculum.

Rights Respecting:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Introduction

Expectations and standards

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities, they learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They use the art, craft and design of others to inform and inspire them to develop their own ideas and creations. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

Aims and Objectives

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should encourage children to think critically and develop a more rigorous understanding of art and design as well as teach them about how art and design has shaped our history and contributes to the culture, creativity and wealth of our nation. Our federation aims for the art and design curriculum to reflect those of the National Curriculum and EYFS Curriculum taught through Learning Challenges. We aim for pupils to:

- 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

Strategy for implementation

Entitlement and curriculum provision

Planning will follow the EYFS Curriculum and the National Curriculum. The latter is taught through the Learning Challenge Curriculum. This creates a strong sense of enquiry through question-led units which encourage pupils to research and present information taking full account of their ability to retain key knowledge and skills. We plan the activities in art and design so that they build upon the prior learning of the children using a progression of skills. We plan for a high-quality art and design education which engages, inspires and challenges pupils. We plan for a range of knowledge and skills to enable them to experiment, invent and create their own works of art, craft and design. We develop their ability to think critically using a range of stimulus and encourage them to explore how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Teaching and learning

Art and design will be integrated as part of a Learning Challenge Curriculum and taught each term, either for a short period of time each week, or, when appropriate over longer sessions to enable more sustained work. In the Foundation Stage, creation stations offer opportunities for exploring and using media and materials as part of continuous provision. A range of learning styles are used, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, mixed-media, digital media, textiles, sculpture, clay). The main starting points for exploring and developing idea are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it, using annotations to compare ideas, methods and approaches in their own work and that of others. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

ICT is used in art to enable pupils to research the work of other artists, to explore themes and to support the practical activities. This includes the use of a range of technology to record photographic images and videos and a variety of programmes that enable children to edit art work digitally. Pupils may use a sketchbook in class for research and independent work. Learning can also be recorded on Tapestry to form a learning profile. Pupils are encouraged to work in collaboration when it will enhance their ideas and the outcome of the learning.

Attainment and Progress

We assess the children's work in art and design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability where appropriate, and once completed, children should be provided with feedback which allows them to focus on the next steps in their learning. Children will be challenged and given the opportunity for mastery.

Continuity and Progression

The pupil's learning covers the main art processes, drawing, painting, collage, print making, textiles and collage, sculpture and digital media. The work becomes more demanding of the pupils as they develop their knowledge and understanding through a progression of skills. The children use a wide range of stimulus throughout the Learning Challenge Curriculum, being asked to develop their thinking around various artists and designers to a greater depth as they progress and become more independent in their learning choices.

Inclusion

The aim of our schools is to enable all children to reach their potential. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children – regardless of their age, gender, ethnicity, attainment or background.

Our schools aim to be inclusive schools. This means that equality of opportunity must be a reality for all our children.

We make this a reality through the attention we pay to the different groups of children within our schools:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- any children who are at risk of disaffection or exclusion

Throughout the US and Kingsteignton School we teach art and design to all children, whatever their ability. It forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Learning Plans (ILPs).

The curriculum

We use the Learning Challenge Curriculum which develops the children learning in art and design through enquiry and question-led research. It covers all the main art processes and employs a wide range of visual and tactile elements. Planning ensures that pupils undertake group and individual work and study a range of artists, craftspeople, and designers from different periods and places. This develops a range of practical skills and makes a significant contribution to their personal and cultural understanding and development.

The Foundation Stage

In the Foundation Stage children are given a range of creative and artistic opportunities, through daily continuous provision. These include role play, music, dance and using a wide range of media both indoors and outdoors.

We follow the Expressive Arts and Design part of the EYFS Curriculum which has two aspects, Exploring and Using Media and Materials and Being Imaginative. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children are given daily opportunities to explore and experiment with materials tools and techniques. Children are encouraged to use their ideas and imagination in different ways, to create representations of their ideas and experiences, across all areas of the curriculum.

Learning resources

All Schools within the Federation have a range of art materials and equipment for drawing and painting. Pupils should learn how to make independent choices regarding their resources and collect materials and equipment for their work in KS2, where appropriate.

The learning environment

All classrooms are conducive to work in art and design and have appropriate resources and equipment accessible. A range of art and design is displayed in classrooms and corridors and displays are kept up to date. Our displays should reflect our commitment to providing a high-quality learning environment.

Safe practice

Health and safety awareness forms an integral part of the pupils' learning. Pupils must be taught to recognise hazards and take appropriate action. Teachers will carry out risk assessments where they feel this is necessary.

Extension or extra-curricular opportunities

The USF takes every opportunity to welcome Artists into school to work with and extend the children's learning and has a whole school arts week. The federation organises art clubs and accesses any available provision for gifted and talented pupils across the federation. The USF also works with the church on joint school/ church community projects and takes part in local competition when possible. The USF likes to display art work in a range of locations throughout the community to celebrate the work of the pupils and give their learning a sense of purpose.

Arts and Design Week

The USF will hold an art week every year. This will have a whole school focus and will seek to explore all aspects of art through a variety of media and in response to the work of artists, crafts people and designers.

The role of parents and carers

Parents and carers are encouraged to be involved in their pupils' learning. The pupils are encouraged to share their work and ideas with their parents during class assemblies, work showing and visits to the school.

Leadership and management

Staff development and training opportunities

Teachers embed art and design throughout a Learning Challenge Curriculum supported by subject leaders. The subject leaders across the USF will liaise to ensure continuity across the Federation.

Leadership and management roles

The subject leader is responsible for ensuring high quality teaching and learning is taking place throughout the federation and that there is a suitable provision of materials and equipment. The subject leaders work collaboratively together and are responsible for monitoring resources, supporting colleagues, providing training where required and for monitoring standards across the Federated schools. The Heads of School, Executive Head and governors are responsible for the overall implementation of the art and design policy.

How the subject is monitored and evaluated

Monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader.

The work of the art and design subject leader also 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. The subject leaders undertake learning walks and conversations with teachers to ensure the coverage of Art and Design within each school. Art subject leaders take time to conference with children across all ages regarding their learning in Art and Design and this includes monitoring work recorded in sketchbooks. Art subject leaders from across the federation meet annually to moderate the learning and share examples of good practice which inform an annual action plan.

Review

This policy will be reviewed every three years in line with the school's policy review programme. The subject leader is responsible for reporting about the quality of its implementation and its impact on standards through annual action plans. In the light of this, policy amendments may be made.

Reviewed: January 2022 Next review: January 2023

E.Kirk, B.Knight, L.Snell, A.Clark, A.Tovagliari, R.Smallshaw