

Art and Design Policy

Date	Author	Comment
January 2019	Miss H. Boba	Created and Approved
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Art and Design Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality Art and Design curriculum for all learners.

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Intent

Purpose of Study

At Southcoates Primary Academy, a high-quality art and design education should engage, motivate and challenge pupils. We aim to develop creativity and encourage children to be inquisitive, whilst providing them with the knowledge and skills to experiment, invent and create their own works. As pupils progress, they should be able to evaluate and think critically about both their own artwork and that of others.

Aims

Art and design teaching at Southcoates Primary Academy aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture, printing, and textile/collage;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, and understand the historical and cultural development of their art forms.

Implementation

Organisation

Art and design is taught through a whole school theme based approach. Children in the Early Years work on paper. Children in KS1 and KS2 record work in sketch books, which are used for collecting research, experiments and preliminary drawings. Final pieces of artwork are recorded in the theme book. As well as evidence in sketchbooks and theme books, pupils may take part in discussions and debates and visit exhibitions in co-ordination with the Hull Museums Service to provide hands on learning experiences.

- The **Subject Leader Audit for Art and Design** outlines the following foci for each term's work, for each phase:
 - Focus skill (over the course of a two year cycle, every child will have covered two units of drawing, one unit of painting, one unit of 3D form, one unit of printing and one unit of collage or textiles);
 - Experimental basic skills;
 - Final piece expectations;
 - Focus media;
 - Focus artist;
 - Cultural Passport links;
 - Cross-Curricular links;
 - Opportunities for parental involvement.

The **Termly Progression Document for Art and Design** details the procedural and declarative knowledge that will be taught in each phase, each term.

- Early Years objectives have been written in line with the **Early Years Framework**, with most of the Art and Design objectives relating to the 'Expressive Arts and Design' Area of Learning and Development.
- The objectives for Years One to Six cover the expectations of the **National Curriculum**.
- The Art and Design curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of technical vocabulary relating to Art and Design is also planned for on the **Termly Progression Document**.

Using the objectives from the Termly Progression Document for Art and Design and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Progression Document for Art and Design** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Impact

As children move through their years at Southcoates, the curriculum design should enable our children to become confident artists who are able to apply age appropriate declarative and procedural knowledge. The children should be able to talk confidently about their learning and use a range of techniques, media and technical vocabulary.

Throughout each lesson, teachers evaluate how children explore, develop and analyse their own artwork and the work of other artists, in relation to each of the objectives outlined on the Medium Term Plans and Art and Design Subject Progression Document. Teachers and pupils engage in focussed discussions about how to make progress, helping the children to identify what they have achieved and how to improve.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	During their art and design lessons, children are taught about the safe use of media, tools and equipment.
Positive Role Models	In each phase, each art unit focuses on a different artist. This helps the children to have an understanding of how different artists have influenced different artistic styles. Children are given the opportunities to explore and create in the style of these focus

	artists. Children also hvave opportunities to work with real artists and illustrators when taking part in workshops.
Awareness of the World	School trips to Ferens Art Gallery give children the opportunity to experience art outside of the school.

Resources

The wide variety of resources available at Southcoates Primary Academy are stored in the art cupboard and are regularly restocked by the art subject leader. Each phase can request extra specific materials and tools to be ordered to ensure that all children have access to the high quality equipment required to practise and apply the skills taught during each art and design unit of work.

Southcoates Primary Academy, through the Schools Service Agreement, have access to the Hull Museums Service, which includes Ferens Art Gallery. Visits are encouraged where possible.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Skills Progression Document for Art and Design.

Assessment

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child’s attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
 WTS – Working Towards the Expected Standard
 EXS – At the Expected Standard
 GDS – Greater Depth Standard

The children’s learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives as highlighted in the Medium Term Plans and Art and Design Subject Progression Document. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding, modelling and adaptive teaching. All children are encouraged to develop independence with regards to experimentation, creativity and producing final pieces of artwork.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of Art and Design, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- Visits to Ferens Art Gallery;
- Biennial Whole School Art Exhibition;
- Annual participation in Whole School Art Competitions, leading to entries being submitted to the Ferens Junior Open Exhibition;
- Workshops with artists and illustrators.

Subject Monitoring and Improvement

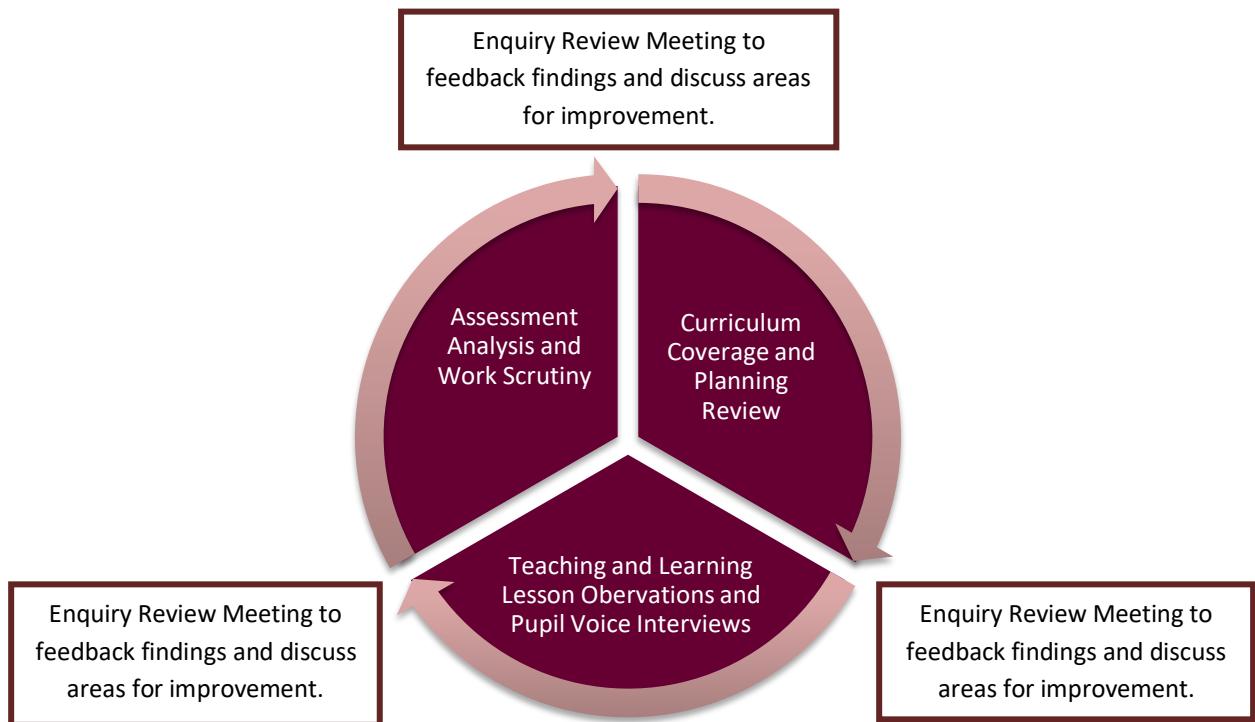
Subject Leadership

- Art and Design is overseen by the Theme Faculty. The Theme Faculty meet every other week to discuss:
 - Outcomes of monitoring.
 - Additional whole school opportunities and experiences to enrich learning and personal development.
 - CPD requirements.
 - Assessment.
 - Curriculum development.
- The Subject Leader for Art and Design and the Subject Leader for Design and Technology work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

Subject Triangulation

The curriculum, teaching and learning and outcomes of Art and Design are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for art and design.



Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.