



Art and Design Policy

Approved by:	Headmaster: D Skelcher	Date: September 2021
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Last reviewed on: September 2021

Next review due by: September 2022

1) Curriculum Statement

Intent

At Quinton Primary School, we believe that Art and Design contributes to the development of the whole child: emotionally, intellectually, socially, spiritually and aesthetically. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists from a range of time periods. Art is an on-going process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in different media, style and form. The curriculum will ensure that children become visually literate and are able to identify and apply the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form). Art is considered as a vehicle for learning in all areas of the curriculum and to help children reach their full potential.

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. Each unit of art will be carefully planned out considering the skills, knowledge, vocabulary, artists, skills and media to be taught to challenge and broaden the pupils' understanding and ability.

The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements.

A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual 'Book week' which enables further focus on children's artistic skills and knowledge focused around a particular text. An extra-curricular Art Club provides KS1 and KS2 pupils with opportunities to explore and experiment with a range of art processes.

Impact

Sketchbooks will show a diverse range of knowledge and skills that have been taught. They will show evidence of a visual journey through an art unit: connect, explore, design, create and evaluate. Classroom displays will reflect the children's sense of pride in their artwork and this is demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including large displays, enhancing the school environment. The Art curriculum at Quinton Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection.

2) Art Programme of Study

Early Years Foundation Stage (EYFS):

In the Revised Early Years Foundation Stage, Expressive Arts and Design (EAD) is broken down into two aspects:

- Exploring and Using Media and Materials
- Being Imaginative

Exploring and Using Media and Materials

- Early Learning Goal: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

KS1:

As pupils progress, they will learn to think more critically and develop a more thorough understanding of art and design. Through projects, individual pieces of work and focused practical tasks, pupils will learn:

- 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.

KS2:

As pupils progress through KS2, they will 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.

Through projects, individual pieces of work and focused practical tasks of increasing complexity and challenge, pupils will learn:

- 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 (e.g. pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

3) Teaching and Learning Strategies

Teachers are responsible for teaching the objectives outlined in their year group's 'Assessment: Knowledge, Skills and Understanding' grids. They will teach these objectives through cross curricular themed planning by:

- Using a variety of approaches that are matched to the activity and the ability of the children.
- Giving children the opportunity to examine artwork, artefacts and historical buildings of interest.
- Catering for children with special educational needs in the planning of the programme, to raise confidence and self-esteem.
- Developing links between art and design and computing.
- Ensuring always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- Ensuring that the planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Encouraging children to work individually, in pairs, small groups and as whole class when required.
- Ensuring that time is given for the discussion of initial ideas, experimenting with materials, creating artwork and evaluating.

Matching tasks to pupils' abilities

Children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is integral to planning and will include open ended (outcomes) and planned differentiation as recorded on planning.

Teachers will extend learning by asking questions and scaffolding their learning.

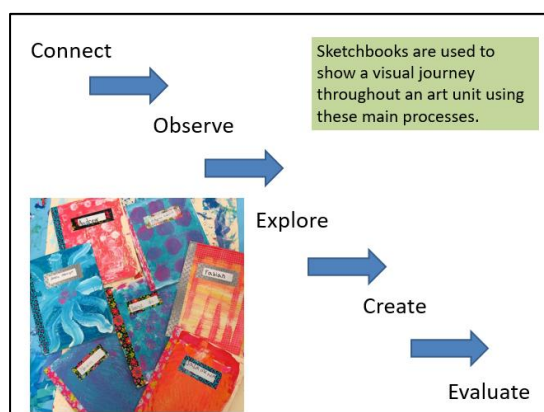
All children will be challenged, to ensure that every child is achieving their full potential in all art lessons.

4) Use of Sketchbooks

Sketchbooks are used in year 1 through to year 6. They should be '*a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, evaluate, collect, collate, annotate, communicate, ...the creative process they are engaged in*' (NSEAD - The National Society for Education in Art and Design, 2019)

Sketchbooks should:

- Show a visual journey
- Be individual
- Be full of different techniques and skills
- Be available for children to use freely
- Be an essential and personal record of the child's achievements and progression in Art and Design
- Be free of marking- but teachers will frequently review the contents of the sketchbook to ensure the child is achieving the objectives that have been set
- The contents of the sketchbook should include evidence of the following learning processes throughout an art unit:



Connect: This involves looking at a range of artists' work and visually analysing it and experimenting with it.

Observe: This includes observational studies, looking carefully at shape, lighting, colour, tone, pattern, texture and drawing what they can see.

Explore: This involves experimenting with a range of media and learning the skills and techniques for using different materials. Such as: drawing, collage, 3D, painting, printing and digital. It also includes exploring and analysing their own design ideas.

Create: This is the part of the process where the children will create a final piece, or pieces of artwork after exploring different ideas and techniques.

Evaluate: This is an important part of the process where the children critically reflect on the work they have created, answering and asking questions about it.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

5) Assessment

Assessment, Attainment and Progress

Teachers' own plans should indicate the focus for each unit of work (taken from the long term progression map) and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These will be recorded on the Art and Design assessment sheets. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Assessment, Recording and Reporting

While recording is kept to a minimum it is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. The medium term unit plans will be a record of what has been taught in Art. Annotated planning will inform future planning.

Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the Art Leader.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the units of art work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Art leader monitors teaching and progress in Art by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- planning trawls;
- assessing work and progress;
- observing lessons;
- sketchbook trawls.

6) Health and Safety

The School is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing and mixing of media. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head Teacher.

7) Role of the Co-ordinator

- Produce the Art and Design Policy and provide Key Stage objectives that meet the statutory requirements.
- Produce the Art and Design action plan with realistic and developmental targets.
- Produce the Art and Design progression map and long term provision map.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment and to provide CPD where necessary.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning, through 'book looks', pupil feedback, checking assessment in the back of sketchbooks, planning scrutiny and informative feedback to teachers.