

Fulwood and Cadley Primary School



Art and Design Policy

Date of Policy: December 2021

Review Date: December 2022

Subject Leader: Mrs S. Barrett

School Vision and Ethos

‘Wish It. Dream it. Do it. Be Unique’

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

Art and Design Technology Statement of Intent

At Fulwood and Cadley, we want all children to embed knowledge in art and design over time so that they will develop their creativity and imagination by exploring the visual, tactile, sensory qualities of materials and processes, discussing their own work, and that of their peers and by making references to artists that have inspired them. We will learn about a range of culturally diverse artists and artisans to celebrate and encourage links to our own culturally diverse school population.

In the Early Years Foundation Stage, we aim to ensure pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities.

In key stage 1, we aim to ensure pupils use a range of materials creatively to design and make products and to use e.g. drawing, painting and sculpture to develop and share their ideas, experiences and imagination. We encourage pupils to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and know 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.

In key stage 2, we aim to ensure pupils develop and deeply embed 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.

We encourage pupils to work in sketch books to record their observations and use them to review and revisit ideas. Our intention is for our pupils to improve their mastery of art and design techniques, including e.g. drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Our pupils will also learn about great artists, architects and designers in history.

Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- * DfE 'Statutory framework for the early years' foundation stage' 2017
- * DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- * Equality Act 2010
- * The Special Educational Needs and Disabilities Regulations 2014

Roles and Responsibilities

The **leader of art and design** is responsible for the strategic leadership of their subjects within the school curriculum. This may include specific roles or responsibilities such as:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art and design providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art, design in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **art leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

Implementation (teaching and learning, cross curricular links, planning and home learning and key skills and knowledge)

Early Years Foundation Stage - Expressive Arts and Design Educational Programme (Statutory)

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. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.

Early Learning Goals

Pupils have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas

- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

First and Foremost, the teaching of art follows the national curriculum which provides a full breakdown of the statutory content to be taught within each unit.

KS1 – Art and design

By the end of KS1, pupils will be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Appreciate 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 – Art and design

By the end of KS2, pupils will be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.

Cross-curricular links

Wherever possible, the Art and Design curriculum will provide opportunities to establish links with other curriculum areas.

English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.

- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

PSHE:

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

SMSC:

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople
- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

Sketch Books

As part of art and design, pupils are provided with a sketchbook. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques. Pupils are encouraged to use their sketchbook as a place of practice, and to represent their thoughts and feelings through art and design.

The sketchbook is used for:

- Practising certain skills and features, and gathering information to use on larger pieces of work in class.

- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Including sketches and working drawings for ideas of things pupils want to make.
- Gathering information to give specific knowledge of how things are made or work.
- The sketchbook can be used as a place to collect the following items:

Photographs

Pictures from magazines, comics, cards, calendars, stamps, etc.

Samples of textures, fabrics and other materials

Lists of resources pupils may use to produce a larger piece of work

Colour strips from colour mixing

Evaluations by pupils of their own work and the work of other artists

Planning

At Fulwood and Cadley, an overview of both the teaching of the art curriculum can be found on the whole school curriculum mapping and the class medium term plans which highlight national curriculum objectives and the key progression of art skills across the school. Medium term planning also details a summary of the unit of work and the intended outcome. Individual planning is at the teacher's discretion as we trust our teachers to plan in a way that best suits their personal style however, within planning, key non-negotiables must be identified which consist of:

- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: Art and Design programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group. This is in the form of whole school curriculum maps
- Medium-term planning will be used to outline the national curriculum skills covered and skills progression that will be taught in each unit of work, as well as highlighting the opportunities for assessment. Medium term plans will identify main learning activities and overall outcome
- Medium-term plans will be collated by the curriculum leader and shared with the Art Leader to ensure there is progression between years.

- Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils and will ensure there is an opportunity to develop limitless learning and provide challenge.

Impact (assessment and reporting and monitoring and review)

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. This includes formative assessment of key skills and a summative assessment at the end of a unit of work.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

Formative assessment of the above skills **should take place frequently** after each lesson or unit of work taught. This is to be **evidenced on O-Track** and used to inform future teaching and learning.

Summative Assessment will take place at the **end of each term** and will be a cumulative judgement based on all skills taught to date. This is to be **evidenced on O-Track**.

Learning will be tailored for pupils with special educational needs and disabilities and their progression will be assessed by the school SENCO.

Equality

Learning will be tailored for pupils with special educational needs and disabilities and their progression will be assessed by the school SENCO.

- Teaching will provide equality of access for all pupils
- Teaching will promote and celebrate the contribution of different cultures
- Teaching and learning will provide educational visits and extended learning opportunities that involve all pupil groups and enrich pupils learning experiences, investing in individual cultural capital
- Lessons and resources will reflect the reality of a culturally diverse society and explore cultures from around the world with respect.
- Teachers will take account of the performance of all pupils when planning for future learning and setting challenging targets, using on-going formative assessment to establish starting points and next steps
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- A ceiling is never placed on any child's learning regardless of ability through the opportunity to engage in differentiated tasks, independently selected by the child, therefore developing child-initiated learning and empowerment to make choices for themselves.
- In Art and Design, teachers will strive to provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning and develop a positive self-perception in relation to themselves as a learner
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Monitoring and review

This policy will be reviewed on an annual basis by the Art and Design leader.

The Art and Design leader will monitor teaching and learning in the subject as part of peer review days, ensuring that the content of the national curriculum is covered across all phases of pupils' education and that there is a clear progression of skill development across key stages and year groups.

Any changes made to this policy will be communicated to all teaching staff.

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