

Lockington CE VC Primary School



Art Policy

Revised & Updated January 2022

Date Policy Formally Agreed By Governors:	17 th March 2022
Date Policy Becomes Effective:	Spring 2022
Review Date:	Autumn 2025
Person Responsible for Implementation and Monitoring:	Subject Leader

1 Introduction

This policy outlines the organisation and management of art and design at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014), and the Early Years Foundation Stage Statutory Framework (2021),

It is written within the context of our school's mission statement:

'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'

It has also been written in the context of the school's Christian Vision:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

2 The Nature of Art and Design

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, invent and create their own works of art, craft and design. 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. (National Curriculum 2014)

A high quality art and design curriculum inspires all pupils to develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials. Pupils will be able to develop an understanding of art, and express and communicate their feelings. Art and Design is an important curriculum area that helps pupils to develop their creative and practical skills. Art and design also helps to build self-awareness, self-esteem and visual literacy skills. As a Church of England school, we recognise and value the way in which art enriches our appreciation and gives us a different lens through which to engage pupils in our Christian distinctiveness.

3 Aims

At Lockington School, we believe art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Using the National Curriculum (2014) programmes of study for art and design, and The Early Years Foundation Stage Statutory Framework (2021) as a basis, it is our aim to support pupils:

- To enable children to produce creative work, exploring their ideas and recording their experiences;
- To enable children to become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- To evaluate and analyse creative works using the language of art, craft and design;
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- To develop creativity and imagination using a range of different media;
- To improve the children's ability to control materials, tools and techniques;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To develop the cross-curricular use of art and design in all subjects.

The National Curriculum for art and design aims to ensure that all pupils:

- 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.

4 Teaching and Learning

We use a variety of teaching and learning styles in art and design lessons. Our main aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including computers.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;

- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Sometimes grouping children by ability, and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups;
- If possible, provide specialist support when individual children have particular gifts or talents.

5 Art and Design Timetable

KS1 – 1-hour lesson weekly during three half terms

KS2 – 1-hour lesson during three half terms.

6 Art and Design curriculum planning

Art and design planning is based upon the learning objectives set out for each year group in the National Curriculum. Attainment and progress is tracked and monitored, in line with the school's assessment procedures.

We have adapted the programme to our particular circumstances in that we use the local environment as the starting point for some aspects of our work.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. All plans are on the staff shared area for the subject leader to monitor and review these plans. All our planning reflects our Christian Values for the term.

We plan activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

7 Curriculum organisation

Early Years Foundation Stage

We encourage creative work with the nursery and reception pupils, as this is part of the Early Years Foundation Stage Curriculum (2021). We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We aim to try and give children the opportunity to work alongside artists, and other adults throughout the school. The activities that they take part in are imaginative and enjoyable.

Key Stage 1

The principal focus is to ensure pupils are 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;
- To 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.

Key Stage 2

The principal focus is to ensure pupils are 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] ;
- To know about great artists, architects and designers in history.

8 The use of technology

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners and digital microscopes. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

When considering its use, we take into account the following points:

- Any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- Computing should be used if the teacher and/or the children can achieve something more effectively with it than without it;
- Teachers should use their judgement about when ICT tools should be used.

We use Purple Mash and Tux paint to support lessons when appropriate. These can be used at home or in school.

9 Cross-curricular links

English: Art and design contributes to the teaching of English in our school by encouraging children to ask questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics: Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship: Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

Humanities: As appropriate, we link our work in art and design to our teaching humanities subjects. For example, we can use art to illustrate historical subjects, or help children understand the geographical features by designing models.

Spiritual, moral, social and cultural development: The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

10 Differentiation

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

11 Special Educational Needs, Disabilities and More Able Pupils

Appropriate adjustments will be made for pupils who have special educational needs or for those for whom art and design may create tensions with their values and belief systems. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs, will be provided for, in line with the schools' policy on SEN.

Pupils that are more able will be given opportunities and tasks to maximise progression and development in Art and Design.

12 Equal Opportunities

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In art and design we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of art and design is in accordance with our policy for Equal Opportunities.

13 Assessment

We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. Throughout a topic or unit of work, the teacher is responsible for recording information on the school tracking system. At the end of the year, we make a judgement against age related expectations. The teacher records where each child is working at, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

The class teachers keep evidence of the children's work in a portfolio, which is also shared with the art and design subject leader along with their sketchbooks. This demonstrates the expected level of achievement in art and design in each year of the school.

14 Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store in the hall. This room is accessible to children only under adult supervision.

15 Art and Design Learning Environment

Art and design is promoted and valued throughout the school. Artwork is displayed in both classrooms and on display boards in the corridor.

16 Parental Involvement

We encourage parents to be involved in the art and design curriculum by:

- Inviting them into school each term to discuss the progress of their child and look at their child's work;
- Encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable;
- Encouraging any parents who are artists or interested in art and design to come in to work with the children.

17 Homework

It is our policy to provide parents and carers with the opportunity to work with their children at home.

18 Health and Safety Issues:

At all times, children will be taught how to care for, and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught to:

- About hazards, risks and risk control;
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risk.

19 Roles and Responsibilities

The Governing Body determines, supports, monitors and reviews the school art and design policy. We have an identified governor for art and design. The subject leader informs the governor of progress in the subject.

The Headteacher's role is to:

- Provide support by encouraging staff and praising good practice;
- Monitor learning and teaching through lesson observations;
- Monitor planning and reviews;
- Give feedback to teachers following lesson observations;
- Support staff development through in service training and provision of resources;

- Observe colleagues with a view to identifying the support they need.

The art and design subject leader's role is to:

- Provide a strategic lead and direction for art in the school;
- Provide support and advice to staff in the delivery of the art and design programme of study;
- Remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- Deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- Liaise with other members of staff to form a coherent and progressive scheme of work;
- Monitor standards in the subject;
- Consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- Take responsibility for the choice, purchase and organisation of central resources for art, in consultation with colleagues.

Moderating the standards of children's work and of the quality teaching in art and design is the responsibility of the art and design subject leader along with the headteacher.

As well as regular updates, the art and design subject leader gives the Headteacher an annual report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader will be responsible to the Headteacher and will liaise with the named link Governors.

The class teacher's role is to:

- Be responsible for the teaching of art and design as set out in the policy;
- Provide planning and reviews for the Head Teacher and art and design leader to have access to;
- Provide samples of art work to the art and design leader/Headteacher when required;
- Assess children's work in order to detail future planning;
- Update skills, knowledge and understanding of art and design;
- Identify inset needs in art and design and take advantage of training opportunities;
- Keep appropriate on-going records in relation to school policy.

22 Review

This policy will be reviewed during the Autumn Term 2025.

Person responsible: Art Subject Leader

Date reviewed January 2022

Signed:  _____ (Chair of Governors)

Signed:  _____ (Headteacher)