



Art Policy

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The importance of Art

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)

Art and design stimulate 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 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Intent: what is our curriculum aspiring to achieve?

At Walkley we aim to encourage pupils to see art as a means of self-expression and to develop an awareness of the world around them. By linking national curriculum objectives with our subject progression map, pupils are to be engaged, inspired and involved in thinking critically about creative works and provided with opportunities to reflect on how it shapes history and contributes to culture, creativity and wealth of different nations across the globe. Our vision is that every child at Walkley will experience different mediums and techniques used by a wide variety of artists, designers, craft makers and sculptors from across the globe and throughout history.

The aims of Art and Design are:

- To enable pupils to record, using sketchbooks from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of complex activities.
- To improve pupils' ability to control materials, tools and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To evaluate their own and others work expressing thoughts and feelings to explain their views,

This is met through the usage of a clear progression document, which maps out the key skills being practised and the artist of study. Sketchbooks are used in every academic year group to ensure opportunities for creativity and evaluation.

Implementation: what do we do to deliver our intent?

At Walkley Primary School we use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and planning ideas, and evaluating and developing work. We do this best through planning a sequence of skills based lessons; a mixture of whole-class teaching and individual/group activities. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Sketchbooks are used to encourage children to explore and refine ideas. We give children the opportunity within lessons to work on their own and collaborate with others, on a number of different projects. Children also have the opportunity to use a wide range of materials and resources. We recognise the fact 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 where not all children complete all tasks
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups

Curriculum Planning

- Regular art lessons are used for discrete art teaching.
- These are planned into long term planning to ensure the full range of art and design skills are introduced, mastered and revisited on a cycle from early years right through to Y6.
- Units are then planned in more detail using a medium term planning format. This includes, a sequence of lessons developed to explore and research, learn focused skills and then plan, execute and evaluate a final art work
- The teaching of these art skills follows the school framework in order to ensure continuity, progression and mastery of skills.

Structure of Subject Lessons

Lessons are planned in a six week cycle to allow the opportunity for exploration of the artist of study, three lessons focussing on the teaching of skills needed in the discipline being used, a lesson in which children plan out their own artwork and a final lesson in which children complete and evaluate their piece of work. In some cases these sessions can be changed to allow the opportunity for longer pieces to be produced.

Each lesson is planned on a medium term plan with remember tos being used by the teacher but not present in books. All sessions leading up to the final piece of artwork should include sketchbooks to ensure evidence of the learning journey. Children use sketchbooks in a non formal manner to allow the exploration of ideas and some aspects of individuality.

We have a wide range of resources to support the teaching of art and design across the school. An extensive collection of resources are located in a designated Art Store for staff to access. A list of resources can be found in this area and is amended as new produce arrives. The Creative Zone is a dedicated space for creative lessons that can be booked out and is ideal for projects using resources such as clay, printing inks, paints etc.

Art In the Foundation Stage

Art in the foundation stage is taught through the early years curriculum. The children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Art in EYFS concentrates on 3 main areas which are collage, painting and drawing. They study artists to provide children with learning new techniques and to give inspiration. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the practitioners. We incorporate design and technology projects into our curriculum to encourage children to design and create with a clear purpose and audience in mind. We use stories as a stimulus for the project, for example creating a boat for the gingerbread man to cross the river. We endeavour that children leave our EYFS with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

Impact: how do we ensure that children are learning?

- We assess children's work in art and design while observing them working during lessons. An assessment sheet is provided for children to self assess throughout each unit. The teacher then uses the pupil's judgement, the final piece of art and evidence in the sketch books to inform their own assessment. The development of ideas in sketchbooks provides insight into the skill processes as taught by the curriculum and should be considered alongside end pieces in making any judgments.
- Pupils 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.
- Art is assessed in accordance with the school's assessment policy. We use the assessment milestone framework which is recorded on the PiTA grid. This enables teachers to make regular termly assessment of progress for each child and we pass this information on to the next teacher at the end of each year.
- The Art and Design Subject Leaders take a deep dive into the subject to ensure progress within each year group. This dive includes observations, book scrutinies and monitoring planning. This demonstrates the expected level of achievement in Art and Design in each year of the school.

- Teachers observe, question, listen, intervene and modify tasks in order to support the learning needs of all children. Art and design is assessed against the learning objectives and success criteria (remember tos) outlined in the planning. Children are encouraged to take an active role in the assessment process by stating their opinions, discussing their work and identifying what has gone well and what needs further development against the success criteria outlined to them.
- Children's progress in Art and Design is reported to parents through the pupil annual report and parental consultation meetings.

Responsibilities

- Teaching staff have a responsibility to ensure Art and Design sessions are planned, delivered and assessed as outlined in the policy.
- Teaching assistants have a responsibility to deliver planned sessions and provide feedback to teaching staff regarding the progress, engagement, misconceptions and achievements of the children (in some cases teaching assistants may also be responsible for planning activities).
- Supply teachers have a responsibility to ensure maths are planned, delivered and assessed as instructed by teachers in line with the Art and Design policy.
- Subject leaders and SLT have a responsibility to monitor the whole school application of the Art and Design policy by all staff and ensure observed practice is effective. They will also deliver CPD when necessary.

Monitoring and Review

The Art and Design subject leaders are responsible for monitoring and evaluating the standards of teaching, learning, assessment and achievement across the school. The leaders are responsible for supporting colleagues in the teaching of art and design, for being informed about current developments in the subject, and for providing a strategic lead and direction in the subject throughout the school. The subject leaders follow standard school procedures to evaluate the strengths and weaknesses in the subject and are responsible for highlighting areas for improvement. The subject leaders monitor the standards of children's work by reviewing samples of children's work and use these to give feedback to staff and the SLT of achievements, progression and areas for development throughout the school in this subject.

Policy to be reviewed September 2023