
	<h1>Art and Design Policy</h1>	
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<p><b>Intent in Art and Design</b></p>		
<p>We believe that Art should be concerned with the development of the whole child. Our intent is that:</p> <ul style="list-style-type: none"> <li>● Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum.</li> <li>● All children should be taught techniques and skills that follow a developmental plan across the school. This should take place across a range of media.</li> <li>● They should be taught to use their Visual Journals to develop ideas, and then be given the opportunity to explore a wide range of activities based on the visual elements.</li> <li>● Art should be about experiencing, experimenting, developing and discussing.</li> <li>● Teachers see an activity as being part of a developmental process and will encourage individuals to express their ideas, thoughts and feelings creatively.</li> <li>● An emphasis should be placed upon the process of creativity as well as the end product.</li> <li>● Through the process pupils take risks, are resourceful, innovative and enterprising.</li> <li>● They are capable and confident with the range of materials and tools to be used.</li> <li>● Opportunities sought to promote:             <ul style="list-style-type: none"> <li>- Spiritual development</li> <li>- Moral development</li> <li>- Social development</li> <li>- Cultural development</li> </ul> </li> </ul>		
<p><b>Role of the Subject Leader</b></p>		

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The coordinator will moderate the standards of children’s work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject’s foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The subject leader should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

### **Role of the Class Teacher, Senior Management Team & Governing Body**

The governing body should, in cooperation with the Head teacher, determine the school’s general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

### **Implementation - Entitlement, Curriculum Organisation & Planning**

Our expectation is that pupils should make progress in:

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Developing knowledge and understanding
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To ensure this they should:

- Develop drawing and painting skills
- Gather resources and materials to stimulate and develop ideas
- Year 2 and KS2 will use Visual Journals to develop ideas [this can include words and thoughts]
- Explore and use two and three-dimensional media, working on a range of scales
- Review and modify work as it progresses - recognise the value of the creative process
- Develop an understanding of artists applying knowledge to their own work.
- Respond to and evaluate their own and others’ work
- At the Foundation Stage children are exposed to a wide range of Arts, Craft and Design materials that they explore and use in creative situations.
- All Pupils in Year 1 work towards achieving the Arts Award at Discover Level.
- All pupils who attend the Enthusiastic Artists Club are invited to work towards the Arts Award Explore at Explore level

### **Organisation**

Art has an allocated number of hours per unit and year which is detailed in the school's long term plan. Art is planned mainly through themes, which often have cross-curricular links. Skills in a range of media are taught independently to ensure progression.

Progression of skills in drawing and painting is set out in a whole school developmental scheme of work. National Curriculum requirements are incorporated at the planning stage with the visual elements seen as clear objectives in the development of the child's understanding of Art. Provision is made for every year group to have first-hand 'arts experiences' through visiting Artists or visits to arts organisations/galleries/exhibitions. Links are also planned for pupils to share expertise between year groups – sharing and teaching skills.

### **Monitoring the Impact (Assessment, Reporting and Recording)**

Formal assessment, reporting and recording arrangements for Art and Design are made using the school's FLiC programme (full details of this formative assessment is in the Assessment Policy). Visual Journals also provide records of children's progress from Y2 to Y6.

Assessment should be seen as part of the evaluation process within plenary sessions involving the children and seeing them as artists. The process for assessment focuses on: children being authentic in their artwork, developing new artistic skills, evaluating the journey and relating it to others, exploring new ideas, techniques and the work of relevant artists. Ideas should be discussed for extending work and possible further developments. Work will be stored over the course of the year; photographic examples will be kept by the art coordinator together with lesson plans. One piece of artwork will be selected per year to contribute to a growing personal portfolio. All art work from lessons: skills development and final design plans will be stored in the pupils' visual journals for them to reflect upon each year and to see the artistic journey throughout their school life. Foundation and KS1 will collect examples of their work in their Learning Journey Books

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in Art and Design by conducting deep dives, which include sampling the pupil voice and the work at all stages of the process.

Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

The Policy will be reviewed every 3 years according to the School's Development Plan Program.

### **Mastery in Art and Design**

Pupils should have the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they 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.

1. Pupils should be equipped with skills in drawing, painting, sculpture and other art, craft and design techniques.
2. Pupils should produce creative work, explore their ideas and record their experiences - striving for excellence and innovation.
3. Children should know how to experiment, take risks and be authentic in the work they produce.
4. Children should demonstrate personal progression in the development of creative thinking and technical skills.
5. Pupils should be able to discuss and evaluate the work of others (professional and non-professional artists), using the language of Art, Craft and Design, their own ideas and products in order to develop belonging and ownership and consider where they might move forward in future.

### **Coherence in Art**

- The process of lesson design is consistent across the school. Each unit should be taught in a manner which is immediately understandable to the pupils. When teaching drawing and painting, sculpture and textiles teachers should ensure that the whole school 'progression of skills' is followed and children are reminded of skills, techniques and how to select and use tools appropriately.
- The progression from inspiration, to developing and evaluating ideas, to the production of a final piece of work and final evaluation, is followed across the school in every Art & Design project.
- On starting a project time should be spent looking at an Artist's work in order to gain inspiration and extend learning.
- On starting work using a particular medium time should be allowed for children to look at previous learning/ ideas from their Art Journals.

### **Variation in Art**

- The key variation is in the role that pupils take in the process. The children should be given opportunities to express their own ideas creatively and to make their own choices within the parameters of the project.
- The other key variation is the explicit recognition that the process of being creative is equally about the developmental journey and not just the final product and for some children the final piece may not completely reflect the level of their journey.
- Variation will take place through exposure to a variety of Artists, Arts styles from which inspiration will be drawn.

### **Structure in Art**

Unit plans should always be taught with the following structure:

- Study and reflection of the work of a chosen Artist or Arts Movement - either relating to media & techniques or subject matter.
- Reflection time where children look at collections from their Art Journals that relate to the materials to be used in current project.

- Teaching and mastery of the skills required to enable the children to be able to have success in their final piece of artwork (workshop approach).
- High expectation in the development stage and critical questioning/ evaluation of plans, experiments and ideas.
- Children do not move forward to the creation/making stage until they have mastered the skills required to complete the task and have a plan which they have evaluated which will be a resource when producing the final piece.
- At various points throughout the process children are asked to share work, to reflect and evaluate.
- Final piece is evaluated by the creator, their peers and teachers in a constructive manner.

### **Fluency in Art**

- Pupils are expected to verbalise their reasoning and understanding with open ended questions at regular intervals. Pupils should expect to be challenged by critical questions.
- Making connections / Logical reasoning in Art on the commencement of each unit where new skills are taught reference should be made to the 'developmental scheme of work' produced for that medium.
- To ensure development Children should refer to their own previous work in the media from their Visual Journals.

**KEY CONCEPTS/THEMES/PROCESSES which run through the units need to be developed, step by step, and show progression year on year. These are reflected in the organisation of objectives in FiC and the assessment grids.**

- Study and Evaluate the work of Artists and Art Movements in order to extend and inspire.
- Mastering the techniques and skills required to develop and produce creative works.
- Creating personal and creative responses to the themes.
- Show a developing level of skills and techniques (in relation to the progressive scheme) within media used.
- Explain and evaluate their own work and that of others.

### **Art and Design in the Foundation Stage**

The children in the Foundation Stage are exposed to Art and Design on a daily basis through on-going provision. Prerequisite skills of art are taught in two areas to prepare children for the National Curriculum.

#### **Physical Development**

This is a prime area of learning in which children are expected to be able to:

- Use large muscle movements to mark make
- Choose the correct resources
- Use tools and equipment correctly
- Have a comfortable grip when holding mark making tools
- Develop small motor skills
- Develop core strength to have good posture when sitting at a table.

## Expressive Arts and Design

This is a specific area of learning in which children are expected to:

- Explore different materials freely
- Draw with increasing complexity and detail
- Show different emotions in their drawings
- Explore colour mixing
- Explore a range of artistic effects to express ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.

At the end of EYFS children are assessed on the following Early Learning Goals that relate to Art and Design.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

The Foundation Stage Policy describes in detail how children are engaged in Art and Design.

### Relationship with the rest of the curriculum and Cross Curricular Opportunities

Cross curricular links should be fostered wherever possible so that learning is not seen in isolation and that Art is usually to be seen in the context of time and place.

Each year group uses cross-curricular links when teaching art such as History in Year 3, Science in Year 5.

Every year we have an International fortnight in which the whole school studies a particular country. During this period, every year group produces a piece of artwork inspired by an artist, the culture or geography of that country.

### Promoting Equality & Inclusion

The school has achieved the Inclusion Gold Award. The role of the arts in this should not be underestimated. Visual Arts are to be used as appropriate responses by all children as a means of making sense of the curriculum and as a means of communicating their understanding. In addition, no child shall be denied Arts activities. The Art Club takes on different forms throughout the school year. 'Art & Soul' club offers an opportunity for named children to explore and express feelings through art experiences. This is offered during the Autumn term. In the following terms 'Art Club' is open to years 5 and 6. All children are invited to attend and extra-curricular Art and Design activities are offered.

## SEN/D

Special needs in other subjects will not reduce a child's access to Arts activities and every child's genuine effort in the Arts will be valued. All pupils will receive relevant support to access the Arts.

## Talented Pupils

Pupils are identified as talented in Art when they demonstrate the following:

- An individual style
- Can interpret the subject in original ways, is imaginative
- Perception is advanced beyond his/her chronological age
- Can use several elements of art in an advanced form beyond expectation (not just the child who can draw well)
- Shows artistic flair in several media
- Has an understanding of colour
- Knows what a finished product will look like
- Can show a different personal response to those expected/ or directed
- Shows a mature response to the work of other artists often seeing beyond the obvious
- Keenly/ critically observant
- Older children may express a more emotional level of sensitivity
- Can draw what is seen not what is thought to be seen
- Successfully experiments with the visual element

Once pupils have been identified as Talented, extra opportunities outside the planned curriculum are provided each year and teachers will provide more challenge within lessons.

## Resources

The Arts are fully resourced and budgets are allocated every year as well as voluntary parental contribution for visiting artists and visits. Resources are managed by the coordinators and cover provision in the following areas:

- Paint (a variety of paints and tools)
- Drawing (a range of drawing media)
- Sculpture (clay and withies)
- Textiles (different fabrics and tools)
- Visiting artists (Years 1, 2, 4)
- Art trips (Years, 3, 5, 6)

Every class has an entitlement of resources in addition to the central art store. In addition, some resources are dispersed to share the load of storage.

### Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

Provision is made for every year group to have first-hand 'arts experiences' through visiting Artists or visits to arts organisations/galleries/exhibitions:

- Visiting artists (Years 1, 2, 4)
- Art trips (Years, 3, 5, 6)

A selection of children's work is submitted for exhibition in a local gallery each year. The Arts coordinator holds a list of parents/carers who have expertise in the Arts and who have expressed a willingness to work in school with children on occasions.

## Arts and Design: General Assessment Headings

### How secure are you in .....

MEDIA: ARTIST, STYLE, PERIOD OR GENRE:	EXPLORING NEW IDEAS, TECHNIQUES AND THE WORK OF RELEVANT ARTISTS	DEVELOPING NEW AND BUILDING ON ACQUIRED ARTISTIC SKILLS	CREATING ORIGINAL PIECES OF ART	CONFIDENCE IN UNDERSTANDING THE PROCESSES	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
<b>BELOW TARGET LEVEL</b>	You are sometimes positive but often wary.  <b>ADVICE:</b> Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. <b>ADVICE:</b> Don't be frightened of making mistakes.	You are hesitant and unsure.  <b>ADVICE:</b> Take time and be confident.	You are making your first steps.  <b>ADVICE:</b> Do not be afraid to take bigger steps.	You describe the lesson.  <b>ADVICE:</b> Explain <u>your</u> ideas more.
<b>DEVELOPING</b>	You are involved and thoughtful, a follower. <b>ADVICE:</b> Make a difference, give more ideas.	You offer a range of ideas, showing promise <b>ADVICE:</b> Nearly there, keep trying hard.	You have a range of promising ideas. <b>ADVICE:</b> Nearly there – stick at it!	You are developing.  <b>ADVICE:</b> You are now making progress, practice makes perfect.	You explain your own ideas and progress. <b>ADVICE:</b> Explain <u>all</u> of the problems and how you solved them.
<b>SECURE</b>	You share ideas and support others. Use the language of Art, Craft and Design.  <b>ADVICE:</b>	You are logical, and your work is detailed and developing <b>ADVICE:</b> Be bold – experiment more.	You are secure and sure in your work.  <b>ADVICE:</b> Now is the time to be more inventive.	You feel secure in what you are doing.  <b>ADVICE:</b> You've got it, now you can become more proficient.	You accurately explain how you improved your work. Use the language of Art, Craft and Design.  <b>ADVICE:</b>



	Discuss ideas in more depth.				Compare your work to other pupils'.
<b>ENHANCING</b>	<p>You share ideas and support and learn from others.</p> <p><b>ADVICE:</b> Keep your focus strong.</p>	<p>You are willing and successfully explore and develop new techniques.</p> <p><b>ADVICE:</b> Keep on with your work and refine your creativity even more.</p>	<p>You are inventive and your ideas are original.</p> <p><b>ADVICE:</b> Keep working hard to become truly fluent. Take more risks in your creations with media and ideas.</p>	<p>You are expressive.</p> <p><b>ADVICE:</b> You are working at a high standard; can you leap to a higher level? Can you critically reflect in depth?</p>	<p>You make informative, full and detailed comments.</p> <p><b>ADVICE:</b> Try to use specialist terms in your evaluation.</p>
<b>CHALLENGING</b>	<p>You are a leader, you are fair and you negotiate.</p> <p><b>ADVICE:</b> Continue to develop your consultation skills.</p>	<p>You are creative and experimental this leads you to make inspirational discoveries.</p> <p><b>ADVICE:</b> Enjoy the fruits of your labour!</p>	<p>You are confident and fluent in your work.</p> <p><b>ADVICE:</b> Consider developing a specialism in this area of work.</p>	<p>You are fluent and fully confident.</p> <p><b>ADVICE:</b> Where else can you find opportunities to develop this work?</p>	<p>You use specialist terms to evaluate work and relate to other work you have seen.</p> <p><b>ADVICE:</b> How have others, in a professional sense, solved similar problems?</p>