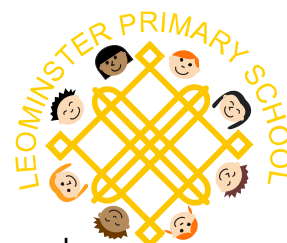


Leominster Primary School



Art and Design Policy

At Leominster Primary School, all children follow a broad and balanced curriculum that includes ten National Curriculum subjects, citizenship and religious education.

In line with government guidelines, more emphasis is given to English, mathematics, science and I.T. Our broad and balanced curriculum also includes design and technology, history, languages, geography, music, physical education, PSHE and art.

At Leominster Primary School we believe that Art and Design:

- Encourages pupils to understand and make personal responses to the world in which we live.
- Stimulates pupils' creativity and imagination through visual, tactile and sensory experiences.
- Enables pupils to communicate their feelings and ideas, and helps them accept that there are no 'wrong' ways of expressing these ideas.
- Provides pupils with an understanding of the visual elements; *line, tone, colour, pattern, shape, texture, form and space*.
- Is an important way of providing pupils with an insight into life in different times and across cultures.
- Enables pupils to gain a developing awareness of the work of other artists, crafts-people and designers.
- Stimulates an understanding about how *Art and Design* shapes the environment.
 - Encourages pupils to engage creatively with others, and work co-operatively toward a common goal.

Art & Design and the National Curriculum

Art and Design is taught in line with National Curriculum Programme of Study (DfE September 2013)

"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."

Central to this, is the role of the key visual elements. These are included within each unit of work, and are planned to ensure continuity and progression.

Knowledge, Skills and Understanding

At Leominster Primary School we aim to teach children to:

- Become aware of and understand the visual images that surround us.
- Become ever aware of *Art and Design* in its many forms and contexts, including *historical, cultural and environmental*.

- Become better able to collect resources and ideas from direct experience and imagination, and select from first hand observation.
- Develop an understanding of, and be able to apply the visual elements of *Art and Design*.
- Develop an artistic vocabulary.
- Develop independent thinking and responsibility for their own work.
- Develop a knowledge and understanding of the work of artists, craft workers and designers.
- Be critically aware of their own and others' work.
- Be able to select and use a variety of techniques and tools.
- Use a variety of *ICT* and *Multi-Media* technology including computer programs, websites and photographic equipment.
- Use their artistic skills to enhance other areas of the curriculum.
- Foster creative enjoyment and confidence in expressing their thoughts and feelings.
- Encourage a life-long interest in *Art and Design*.

Approaches to Teaching and Learning

- Lessons are taught termly or half termly by class teachers except where changes are organised within year groups to take advantage of staff strengths.
- Art units are often based around Geography or History topics for each year group.
- Each year group focuses on two main units over the school year. These units focus on certain skills which are developed throughout Key Stages 1 and 2.
- The work of significant artists, designers, textile- makers, sculptors and architects are studied and developed through each unit.
- Art lessons are taught from a scheme of work and resources created by the school's Art Coordinator (NP).
- Pupils have opportunities to work as part of a whole class, smaller groups and as individuals.
- Tasks are differentiated by outcome or task, giving all pupils opportunities to flourish.
- Pupils are also given opportunities to work in mixed age groups in the context of extra-curricular clubs and whole school subject focus weeks.
- Lessons may involve direct instruction of skills and techniques or may involve pupil response to a variety of stimuli. Central to every *Art and Design* lesson is the time for class, group and/or individual discussion, appreciation and evaluation.
- Lessons can be taught in a classroom context, or within the school environment at large. Pupils are also given the opportunity to collect and collate ideas on outside visits.
- Central to the collection of ideas will be the use of personal sketchbooks.
- The use of local artists and craft workers is encouraged and organised wherever possible. It is also appropriate, on occasions, for the class teacher to work alongside pupils to provide a model in which a shared sense of learning and discovery can take place.
- Art and Design will be explored and visited through many areas of the curriculum so pupils will have regular opportunities to demonstrate their skills and understanding.
- Pupils' work will be regularly displayed, both in classroom and whole school context to stimulate and celebrate achievement, as well as for pupil voice and response opportunities.

Basic Skills – KS1-KS2

Key Stage 1

- Children are given ample opportunities within KS1 to be introduced to and develop the skills necessary to create, practise and enhance their art. The units covered within the year groups are taught through or linked to specific topics.
- Pupils are taught the basics of using tools such as brushes and pencils, and are introduced to basic materials such as watercolour paints, oil pastels and clay.
- They are taught the language of Art and specific terminology appropriate for their age and the units and materials covered.
- Pupils are introduced to artists, designers and sculptors and their work, as well as a brief introduction to movements in history that link with topics.

Key Stage 2

- Children in KS2 are able to continue to practice, develop and consolidate their skills learning by using the techniques that they were shown in KS1 and move onto mixed media and their own ideas. These units again, focus on specific skills and techniques, artists and movements.
- Children develop their understanding of the specific tools and skills taught in Key Stage 1, and move onto higher skill level paints, sketching pencils of different gradients and also sculpture using a variety of materials among other areas.
- They are continuously taught the language of Art and terminology to help enhance their work and understanding of these materials at a higher level.
- Children are continuously taught skills and different ways of using the same equipment. They are encouraged to make choices about the materials they will use and to use mixed media where possible.
- Pupils are continuously taught about the work and lives of artists, sculptors, textile designers and architects. They will look more closely at movements in art history and how these link with the topic covered.

Organisation: KS1-KS2

- Art is taught within half termly/ termly topic areas in each year group based around a History or Geography focus.
- Each year group has 2 key units that cover a range of artists, architects, textile designers or sculptors; a variety of materials and mediums from pastels to pencils to

print making; a range of movements in art history. These units are covered within the school year to ensure children's mastery in Art and Design is continuously improving.

- The year groups also have 3 shorter optional units each that could be taught as stand-alone lessons, within an art focus week or even during parental engagement workshops. These units link with topics once more and develop pupils' understanding even more.
- Children from Year 1-6 have sketchbooks where they can experiment and refine their ideas taught within these sessions. Artists' work is also explored through these, as well as opportunities to discuss what they think was good and what they think could improve within their own work. Our focus as a school is on a development of skills, materials, ideas, as well as understanding of artists and their work, through the sketchbooks.
- The lessons taught within these topic ensure that all key objectives are assessed and covered within art for Key Stages 1 and 2. This is done by focusing on a variety of themes within each topic including specific skills, materials, topics, movements, tools and mediums; artists, textile designers, sculptors, architects and themes.
- Children are taught broad, differentiated and varied lessons where each Art and Design visual element can be incorporated effectively.
- The use of mixed media is encouraged wherever possible, as well as photography and the use of ICT art programs to enhance topics.
- The Art Coordinators ensure that all children are given a wide range of experiences and use of materials. A range of different styles and techniques is shown and children are given opportunities to look at the work of famous Artists, discuss their opinions and to recreate these works, sometimes interpreted in their own way.
- Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, painting, drawing, printing, collage, clay etc.
- Children are able to use their observation skills as part of their learning, completing a wide range of drawing and painting and sculpting activities.
- Children are given opportunities to develop their own ideas in art using a variety of materials and tools.
- Children are shown different techniques they can use to develop their knowledge of the subject.
- Children are given regular opportunities to assess and evaluate the work of artists, their own and that of peers using appropriate art language taught in sessions.

Marking

All work should be completed in individual sketch books unless being used for display purposes or on a large scale. Where work is not completed in the sketch book, photographs of the children creating their pieces and the final piece may be glued in as evidence.

Children should write the short date in the top right hand corner, miss a line and then write

the skills based LO. There is no need for success criteria but the teacher should explain and model the skill in the LO before the children begin.

There is no expectation that work is marked but teachers would be encouraged to talk to the children about their art work. The teacher may give verbal feedback about what they think has worked well or give a prompt for improving that skill next time.

Assessment, Recording and Reporting

Assessment of *Art and Design* is carried out in accordance with the school assessment policy.

Everyday 'formative' assessments can help gauge pupil understanding and inform future planning. Discussion and dialogue are essential, and will enable pupils as well as teachers to evaluate progress and next steps. Pupils will be able to assess their own development by keeping their sketchbooks with them as they move through their schooling.

Children will be continually assessed within *Art and Design* against each of the objectives through both physically-recorded and verbal responses. Teachers are also encouraged to keep electronic evidence (photographic) for whole class books, individual sketch books and displays.

At the end of each Topic, a judgement will be made based on their overall understanding and how many of the objectives they have achieved, either 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers can also decide if a pupil is working at 'Greater Depth' based on the level of their work and understanding over time.

Teachers will track children's progress on class objective sheets, which will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators. This information can also be used for Parents' evenings, where there are opportunities for work to be viewed and discussed, as well as for written reports, which provide both parents and future teachers with information on pupil achievement within *Art and Design*.

Marking within *Art and Design* will indicate whether the objective has been met (LO met). When the Learning Objective has not been met the marking will give guidance on how they might improve their skills, techniques or understanding of a particular area.

The subject leader

Management of the Subject

The school's appointed *Art and Design* coordinator will oversee the continuity of the subject and the progression of teaching and learning. They are responsible for the overall planning, implementation, resourcing and updating of the subject, and for promoting staff development. Year coordinators and their teams are responsible for the medium and short term planning, and for the delivery of the subject.

Staff Development

The *Art and Design* coordinator is available to update, inform and support staff as necessary. Training opportunities and guidance for whole staff are built into the school

development programme and delivered accordingly. The *Art and Design* coordinator will attend and/or recommend courses from external providers as and when appropriate.

Monitoring and Evaluation

The subject coordinator and other teachers are involved in monitoring and evaluating how *Art and Design* is delivered throughout the school. The School Improvement and Development Plan promotes an on-going cycle of observations, and revisions are made accordingly.

Resources

Art and Design resources are stored centrally for access by all members of staff. General materials (such as pastels and charcoal); tools (such as clay tools and wooden models for sketching); artist and movement reference books and a variety of pictures are kept in the ***Art and Display Cupboard*** (ground floor), and year groups also have more immediate access to equipment such as sketching pencils, paints, paintbrushes and topic-specific resources in their own classrooms. These are stored at the discretion of the Art and Design coordinator/ Year coordinators.

The ***Art and Display Cupboard*** also houses additional materials, and is fully stocked to meet the needs of display within the school. All display materials should be kept centrally for the benefit of all, however, these do not come out of the Art budget.

Audits are completed on a regular basis to ensure all appropriate materials are ordered and available for year groups who require them.

Displays

The school, promotes the displaying of artwork in classrooms and around school. It can influence how children feel about their environment, convey standards and promote high expectations. Displays are used to celebrate achievement and to support teaching and learning.

Displays should communicate idea, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to children's interests.

Displays include: stimulating displays, informative displays, interactive displays and those featuring finished work.

Health and Safety

Materials and tools are stored correctly and safely at all times and pupils will be taught and directed in the use of all tools and materials when using them. The Art and Display Cupboard is locked at all times to pupils and is only accessible by staff members.

Pupils will be encouraged and expected to work thoughtfully, and know how to use these tools and materials both safely and carefully, especially in the correct use of heated or sharp materials. Children are supervised at all times during activities in *Art and Design*.

A risk assessment must be completed for every appropriate lesson if it involves potential danger to children, from the activity, resource, environment or other factors. Risk assessments must be submitted to the Deputy Head and Head Teacher prior to the lesson being delivered.

Parental support

The school values the support of parents in this area of the curriculum, which encourages them to help with practical activities, where appropriate. Parents are also invited to take part in 'parental engagement' workshops with their children and year group, which can cover the subject of art.

Equality of Opportunity

The teaching of *Art and Design* is in accordance with the present policy for Equal Opportunities. We aim to provide equal access to *Art and Design* for those pupils with Special Educational Needs, and for pupils who are more able. This is addressed with the support of teaching assistants and with extension activities and extra-curricular opportunities.

Art and Design offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

Contribution of art in the core curriculum:

English

Art encourages children to ask questions about the starting points for their work; they learn to compare ideas and approaches and to express thoughts and feelings. Pupils can evaluate the work of others and discuss features they admire.

Maths

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

I.T

I.T is used to support design teaching. Children use I.T software to explore shape, colour and pattern, shape and dimensions.

PSHE

In art lessons, children are taught to discuss how they feel about their own work and the work of others, including positive areas and ideas for improvement. Pupils also study the work of existing artists, designers, craft makers, sculptors and architects.

History

Art allows children to research and find out about artists, designers and architects, as well as particular styles and movements in art history; this can cover a particular area in history.

Please also refer to LA guidelines.

Staff Responsible

Natalie Preece
Victoria Pearson

Date Policy reviewed

November 2023

Date of Next Review

September 2024