



ART & DESIGN POLICY 2022-2023

Effective Date: September 2020

Last Reviewed: June 2022

Reviewed by: Miss Hayward, Executive Principal

Next Review Date: June 2023

'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.'

DfE Statutory guidance

National curriculum in England: Art and Design programmes of study

Statement of Intent

At Moggerhanger Primary School we aim to:

- Develop creativity and imagination
- Produce creative work, exploring ideas and their experiences
- Use colour, form, texture and patterns, materials and processes to communicate what they see, feel and think
- Become proficient in drawing, painting, sculpture, printing, collage and textiles
- 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
- Develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages
- Have knowledge and understanding of how art and design has shaped our history and contributes to culture and creativity
- Develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and the man-made world
- Enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.

Through music we also aim to:

- Develop children's' visual perception, awareness and observation skills
- Develop children's' capability to express their ideas and feelings
- Develop imagination, creativity and inventiveness
- Promote awareness and understanding of gender, cultural, spiritual and moral issues
- Encourage children to evaluate and review their work and the work of others.

Implementation through Teaching and Learning

Early Years and Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Art and Design comes under the 'Expressive Arts and Design' area of learning within 'Exploring and using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning goals by the end of the Reception Year.

Within the area of 'Exploring and using Media and Materials' specifically real, the children discover what happens when they mix colours and experiment with different textures. They are also

encouraged to understand that different media can be combined to create new effects and that materials can be manipulated to achieve a planned effect. The children are taught to use simple tools and techniques competently and accurately.

Within the 'Being Imaginative' section of the EYFS, children are encouraged to create simple representations of events, people and objects. They are expected to use what they have learnt about 'media and materials' and to apply this knowledge when representing their own ideas, thoughts and feelings through art and design.

The Early Years team, teach art and design as an integral part of the topic work covered during the year. Art and design make a significant contribution within the EYFS.

Key Stage One

Pupils should be 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
- 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 Two

Pupils should be 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)
- About great artists, architects and designers in history.

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of Art and Design.

Spiritual development: The work of students becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

Moral development: Through mutual respect and the consideration for others work. Pupils are encouraged to show compassion when assessing the work of others.

Social development: Art and Design sometimes requires children to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.

Cultural development: Through a greater understanding of different ways of life and a respect for cultures that are very different from our own. The fusion of art work between our own and other cultures leads to children incorporating designs and patterns in their own work developed by a deeper understanding of the culture.

British Values

As a school we promote British Values ensuring that our children leave school prepared for life in modern Britain. We aim to promote these values through our teaching of Art and Design. We want our children to understand the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

Cross-Curricular Links

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop children's creative skills, knowledge and understanding of the world around them and in developing an awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Implementation through Assessment, Recording, Reporting and Monitoring

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of Art and Design.

Opportunities for assessment will be identified when planning and progress is measured against the learning intention. Children will have regular teacher assessment through observation of independent and adult led work. Pupils will be encouraged to reflect upon their own work as individuals, in class groups through self-assessment where appropriate. Teachers will record key aspects of pupils' progress throughout the year.

At the end of each term teachers will make formative assessments of the attainment and progress made by pupils. A level of expected, emerging and exceeded will be recorded at the end of each unit of work for each pupil. These levels will be passed on to the current Art and Design Co-ordinator and transferred to the new class teacher as pupils move through the school. Also an individual school report is written commenting on musical achievements.

Art and Design will be monitored throughout the school by the Art and Design Co-ordinator who will be responsible for gathering samples of curriculum work. Lessons will also be monitored to help promote quality of learning and standards of achievement in music. The Art and Design Co-

ordinator will be responsible for evaluating Art and Design within the school and ensuring appropriate strategies are put in place to improve.

Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

At our school we teach Art and Design to all children, whatever their ability. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Art and Design teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum.

We recognise that in all classes there are children of widely different abilities in Art and Design. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Implementation through resources

There is a wide range of resources to support the teaching and learning of Art and Design. These resources are stored in the central Art and Design cupboard situated in the Early Years classroom. It is the Subject Leader's responsibility to ensure the resources are organised, updated and are appropriate to the age range of the children.

Implementation through Professional Development and Training

The Art and Design Curriculum Leader will:

- Ensure that the delivery of Art and Design meets the long term plan
- Ensure the Art and Design curriculum meets the aims and objectives of the school

- Support, guides and motivates teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Scrutiny of planning
 - Lesson observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise the Art and Design policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.