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Aston All Saints C of E Primary School

Whole School Policy for Art and Design September 2022

Intent

Art and Design in our church school 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 that of different times and cultures. Our aim is to provide our children with an education that enables them to understand and feel confident about Art and Design and to create life-long learners.

Aims

In our Anglican school our aims in teaching Art and Design throughout the curriculum are that all children will:

- be engaged, inspired and challenged;
- be equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design;
- 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;
- work accurately and with attention to detail, in order to ensure products are finished to a high standard.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. At Aston All Saints, we ensure that Art and Design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences and cultural capital. Language acquisition is at the centre of the subject: not just extending vocabulary, but ensuring the understanding of the language is gained by the pupils through rich, first hand experiences.

Foundation Stage

Staff in the Foundation Stage follow the Early Years Foundation Stage Framework and Development Matters and offer the children meaningful activities which aid their development in Art and Design. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Art and Design.

Key Stages 1 and 2

The Art and Design curriculum at Aston All Saints Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Art and Design is delivered as part of a creative curriculum based on skills so that children will be fully engaged in learning. Planning is designed to ensure children know and remember more.

To support the delivery of the statutory National Curriculum the school uses a bespoke progression document aligned with the Essentials Curriculum milestones to ensure small steps in progress and accurate assessment data to inform further subject delivery improvement. This ensures clarity in the progression of knowledge and skills right through the school. Teachers teach three aspects of Art and Design across the year. Teachers use the Art and Design progression document to ensure this, linking the skills to pupils' interests and exposing them to a range of artists and designers, including those with diverse backgrounds and those who would now be protected by British Values and the Equality Act, 2010. Teachers use this document for examples of artists to study and to follow the progression of knowledge, skills and vocabulary across the year groups. In our key stages (KS1, LKS2 and UKS2), the progression documents ensure the curriculum for each year group is covered and that pupils practise skills learnt previously, building on these prior skills, preparing them for their next stage in learning. This also ensures shared pedagogy and resources, which, in turn, informs dialogue about teaching and learning and the science of memory. The school aims to be a risk taking, learning community for all stakeholders.

Across the curriculum children's activities involve exploring and developing ideas, investigating, making and evaluating through a wide range of media. The use of computing and information communication technology is integrated wherever relevant.

Planning should allow for children to complete an individual piece of work - not to work collaboratively (more than 1 person contributing to a piece of art work). Children can work together to develop ideas and are encouraged to develop inter-personal skills through discussion, enquiry and negotiation (team work), but their finished outcome should be an individual piece. However, a piece of artwork may be done collaboratively if the reason behind it relates to working as part of a team or creating something for the school community. Art work that is completed collaboratively should be kept in school and not sent home with children at the end of the year.

Impact

Art and Design learning is enjoyed by teachers and pupils across school. Our Art and Design curriculum is well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Teachers have high expectations and children use technical vocabulary accurately. Pupils are expected to know, apply and understand the skills and processes specified.

We measure the impact of our curriculum through assessment, recording and monitoring. Children analyse their work and give their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children are involved in peer and self-assessment through lessons. All children in school can speak confidently about their Art and Design work and their skills. Having the support of the progression document has improved staff's knowledge, understanding and confidence.

Assessment of Art and Design is carried out through marking of any written work; through teacher observation of children during lessons; the progression of skills shown and the effort in the children's finished pieces. Statutory judgements of WTS or EXS are reported to parents at the end of each school year. Teachers use National Curriculum expectations and the progression document to support them in their decision when awarding this assessment.

All year groups gather evidence of work towards the key skills in each year group, for a sample of pupils. This builds a basis for shared moderation, ensuring that work and expectations in each year group are pitched accurately. A cycle of monitoring and evaluation feeds into the 'What?' (policy), 'So what?' (collection of evaluation of evidence through pupil interview, lesson observation, the process of artistic endeavours etc.) and 'Now what?' (action planning, including ongoing continuous professional development).

Reviewed September 2022 by RM
To be reviewed September 2023 by RM

Appendices.

Preparation for lessons:

- All materials must be sourced and prepared prior to the lesson i.e. clay must be cut and 'balled' ready for each pupil to access.
- Equipment must either be set up prior to the session or be accessible to the pupils to set up for themselves.
- Drawing paper must be available in a range of sizes ready to use.
- Children should be taught to tidy away safely and with regard for maintaining the quality of and respecting the equipment and resources available to them.

Storage of equipment:

- All art equipment and resources should be stored and clearly labelled.
- Basic art resources should be accessible to all pupils as part of developing their independence and responsibility as learners.
- Equipment should be accessible to the children and should be stored away properly. It is important that the children see that equipment should be respected and taken care of.

Non-negotiable resources:

- To ensure quality teaching and learning in art through school each classroom should have a selection of its own resources e.g. sketching pencils, pencil crayons, felt tips
- In addition to the resources in the classrooms there should be a selection of accessible resources in the resources room. These are clearly labelled and must be returned clean and tidy for the next users.
- All teachers must ensure that resources in their classrooms and shared areas are regularly checked and replenished.
- Teachers must ensure that they resource their next topic before the beginning of the term in which the resources are required.
- The Art subject leader will endeavour to maintain stock of consumables i.e. paint, drawing pencils, clay etc.
- Class teachers should identify low stock or the requirement of resources not regularly used through school and inform the Art subject leader so that an order can be placed prior to the resource being needed.

Resources room:

The central areas are used for storing items and resources not used as often or which are required for specific tasks as well as storage of items to restock classrooms with. These are clearly labelled and must be returned clean and tidy ready for use by others.

DT cupboard off the hall: Sewing needles, pins, cottons, silks, threads, embroidery hoops, beads / buttons / sequins, stuffing / filling materials, fabric paints and a range of fabric (cotton, binca, aida, hessian, felt, off cuts, etc...)

Resources room : Card, cartridge paper (large cartridge in the stock cupboard), crepe paper, tissue paper and foil rolls, paint brushes, water pots, paint pallets, powder paint, water colours and acrylics. Clay and clay tools.

Foundation Stage Provision:

- Art resources for Foundation are generally specific to them.
- Art resources for Foundation are stored in the classroom and are ordered in the summer term for the coming school year. If specific items need to be replenished staff should inform the subject coordinator.
- Foundation use the same stores of consumable items as the rest of the school however when specific resources and equipment are required or stock is low the art subject leader is informed so that an order can be placed.