

Halsall St Cuthbert's CE Primary School



ART & DESIGN POLICY

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At Halsall St. Cuthbert's Primary School, all children are encouraged to develop their critical and creative thinking skills and build knowledge and understanding of materials and techniques. Throughout the school, an awareness of colour, shape, texture, line and shade is developed, alongside the broad themes of drawing, painting, collage, printing, 3D work and textiles. Children are given the opportunity to evaluate their own work and see their art work on display in their classroom.

INTENT:

At Halsall St. Cuthbert's, our aims are to: fulfil the requirements of the National Curriculum for Art & Design, provide a broad and balanced curriculum, foster an understanding and enjoyment of art, craft and design, show development of ideas and skills through using a sketchbook and explore the diverse work of artists from around the world. We believe that Art & Design is a fundamental part of every child's education for them to become confident in their use of different materials and allow opportunities for creativity and experimentation. Our curriculum covers a wide range of topics offering opportunities for drawing, painting and sculpture. Examples include still life, storytelling through drawing and exploring identity. We believe that a well-planned, vibrant curriculum inspires children to 'be the best artists we are able to be.' The children use sketchbooks to record their observations and use their imagination to develop their own thoughts and ideas. We feel that learning about different styles of art, artists, architects and designers allows pupils to be exposed to new ideas, thoughts and ways to interpret these through different artist expression. We hope that they will have a strong understanding of the diverse artistic world around them and enjoy the opportunity to create individual pieces.

IMPLEMENTATION:

We have adopted the Access Art scheme of work, Pathways. This scheme aims to develop artistic styles and use of a variety of materials through a progressive, varied and exciting curriculum. The variety of themes within the pathways ensure continued interest in the subject as well as acquiring new knowledge. By the end of each Key Stage the children will have covered all 6 areas of art (printing, textiles, painting, drawing, collage and 3D sculpture). Three half-termly units develop techniques, skills and understanding. See our long-term overview for the variety of choices that are on offer to the children at Halsall St. Cuthbert's. At the end of each unit the children reflect on their finished pieces and take part in a class gallery, offering supportive advice and compliments to their peers. The children's learning is further enhanced with a whole school arts week, art clubs and trips to Art Museums and Galleries. If opportunities allow, we also make links to other artists throughout the year.

IMPACT:

Through the teaching of Art & Design we enable children to:

- use technical vocabulary accurately.
- apply and understand the skills and processes specified within a unit of work.
- improve their enquiry skills and inquisitiveness about the world.
- become more confident in analysing their work and giving their opinion on their own and others work of art.

By the time children leave Halsall St. Cuthbert's Primary school, they will:

- demonstrate how their skills have developed across a range of mediums.
- have the imagination and ability to try new things, challenge themselves and persevere.

- Make choices about the individual direction that their artwork will take.
- understand the work of a variety of different artists, architects and designers.
- understand how their art can reflect their feelings and how they interpret the world around them.

EQUAL OPPORTUNITIES:

It is the responsibility of all teachers at Halsall St Cuthbert's Primary School to ensure that all pupils, irrespective of age, faith, gender, sexual orientation, race and disability are given full access to the Art and Design curriculum and make the greatest progress possible. Provision is made for children with Special Needs and Disabilities within the context of the classroom. Teachers provide differentiated learning opportunities matched to the needs of the children with learning difficulties. Children are encouraged to seek solutions to their own problems and challenge and extension activities are given to the children to ensure that progress is made.

RESOURCES:

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design resource area.

EYFS:

In the Early Years Foundation Stage, teachers encourage 'Expressive Arts and Design', as this is a vital part of the Early Years Foundation Stage, and is an integral part of topic work covered during the year. Teachers plan quality learning opportunities for art using the Early Learning Goals. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences. The children's learning includes art, music, dance, role play, imaginative play, drama and design. The range of experience encourages the children to make connections with all areas of learning and so extends their understanding. Children experience a wide range of media and learn skills in a variety of activities that they respond to, using various senses.

RECORDING AND ASSESSMENT:

At Halsall St. Cuthbert's, we believe that children should have ownership of their own journey and should be involved in the assessment process. During the lesson, constructive feedback and positive praise is given to the children. They are then encouraged to act upon this feedback and advise by writing What Went Well (WWW) and Even better If (EBI) sentences in their sketchbooks. The children use sketchbooks from Year 1 –Year 6. This provides a record of the children's learning and progress in Art & Design. The sketchbook is used as a way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbooks should show the learning journey from the start of a unit to the end. The children are encouraged to explore and develop skills and techniques within their sketchbooks as well as commenting and reflecting upon the work of artists. Sketchbooks are closely monitored by the teacher to ensure that children are progressing in each lesson. Opportunities are given for the children to improve any areas that they have identified as areas for development. We assess the children's work in Art and Design whilst observing them working in lessons and by ongoing formative assessment. We also gather evidence of assessment through pupil voice, self- assessment and peer assessment. Summative assessment takes the form of an end of unit record as to whether the pupil is working towards or has met the objectives for the unit. This method of recording also enables the teacher to assess progress for

each child, as part of the child's report to parents. The Art subject leader monitors attainment throughout each Key Stage in order to evaluate the teaching and learning of Art.

ROLE OF THE SUBJECT LEADER:

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure the progression of key knowledge and skills identified within each unit.
- To monitor books and ensure that key knowledge and vocabulary is evident.
- To oversee the teaching of Art & Design.
- To co-ordinate any displays of Design and Technology work.
- To order stock linked to the planned units of work.
- To attend regular opportunities for CPD
- To support colleagues in the teaching of Art & Design.

Member of staff responsible: Mrs Kendall

Governor responsible: Miss Zoe Wakefield

Date of policy written: September 2024

Date to be reviewed: September 2027

Version 3

Adoption September 2024

Review Date September 2027

Senior Member of Staff Responsible Kate Hampson

Designated Member of Staff Kelly Kendall is the subject lead. Standards of teaching and learning will be judged using work sampling and assessment data review. The policy will be reviewed regularly, on a 3-yearly basis.

Governor Responsible Miss Zoe Wakefield