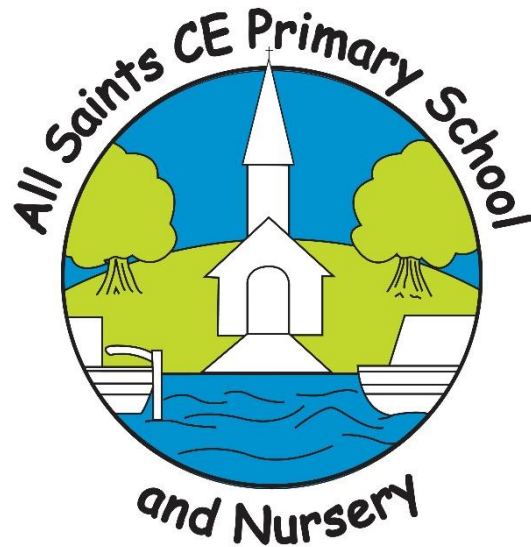


Art and Design Policy



*'Learning for life,
building a firm foundation'*

Reviewed: September 2023

Headteacher: Lisa Harrison

At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of Art and Design because we believe that children need firm foundations on which to build in all aspects of their lives.

Art and Design embodies 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.

In the case of this policy, that means supporting our children to develop a lifelong love of Art and use the skills learnt to continue to remain creative throughout their lives.

Curriculum Intent

At All Saints our vision for Art and Design is that we provide every child with a broad and balanced Art curriculum which engages, challenges and inspires them. We believe that Art provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. Through giving our children a high-quality Art education, it equips them with the skills to explore, experiment, create and invent their own work of art. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

We aim for every child to leave All Saints Primary School with a range of Artistic skills, knowledge and an understanding and love of Art, which they can carry with them for the rest of their lives.

Curriculum Implementation

Our Art curriculum is varied and we have developed long-term and medium-term plans to ensure that all National Curriculum objectives are covered. All pupils cover an Art and Design topic per half term. Art in each year group is sequenced

precisely to ensure progression of knowledge and skills and also linked to current topic work.

The work of famous local, national and international artists are explored to enhance the children's learning.

The children's learning is further enhanced with whole school 'Big Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of Artists.

Curriculum Impact

In our school, we motivate children to participate in a range of Art that will develop the children's skills. We encourage children to apply these skills and their knowledge learnt during Art lessons. This then provides the children with the confidence to apply these skills to many different life experiences both now and in their future. We motivate children to take responsibility for their work but also to develop a respect for the abilities of other children, and encourage them to collaborate and cooperate across a range of activities and experiences together. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

In addition to this, children will:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- 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 and understand a range of Art and Design vocabulary.

Teaching and Learning

- In Nursery and Reception, the Art (EAD) aspects of the children's work are related to the objectives in the Early Years Foundation Stage (EYFS) and work towards the Early Learning Goals.

- EYFS also look at a focused Artist per half term- see long term plans.
- In Key Stage 1 and Key Stage 2, the Art aspects of the children's work are related to the objectives on the National Curriculum.
- All children will partake in an Art topic per term and this will vary between the inside/outside environment- see medium term plans.
- EYFS has access to their Art areas throughout the day for children to continue to remain creative and learn through play, as recommended by their curriculum.
- All classes have access to the Access Art website, where lessons are planned for all Teachers to follow, as it provides engaging and progressive lessons.
- Lessons provide resources of different complexity, depending on the ability of the child/children and the task set.
- Art is also embedded across our curriculum through cross-curriculum links and as a tool to inspire learning in all areas. As well as, being used spiritually to explore our Christian values of love, peace, faith, truth and hope.
- Classroom assistants are used to support children within these lessons.
- Technology elements are used to stimulate and support learning.
- Additional Art opportunities are planned throughout the year such as Art Days and in school gallery days where children can showcase their work like real Artists.

Resources

- A wide range of Art resources in the Art cupboard.
- The variety of Art equipment enables pupils to achieve objectives, which are best suited for their age and stage.
- A selection of Art resources per classroom- where staff are responsible for keeping this stocked up.
- Children's own sketch books that get passed up with the children- to show progression. These start from Year 1.
- Local Artists who come into school.
- Access to Access Art website.
- Art work is produced and inspired through going on school trips/local area work.

Art and Assessment

Children demonstrate their ability in Art in a variety of different ways. Teachers will assess children's Artistic skills in Art by making informal judgements as they observe them during lessons. The teacher assesses the child's work and gives oral feedback, as necessary, to inform future progress. We use this as the basis for assessing the progress of each child and year group.

Pupils are also encouraged to make judgements and reflect about how they can improve their own work and the work of others in a constructive and non-critical way. We encourage the children to think about how their Art work and the work of others, also makes them feel and we explore and unpick this.

Art assessments are then used to update parents/carers on their children's progress and to inform future planning of lessons.

The Art subject leader looks at examples of pupil's work through observing lessons or viewing photographic/video evidence. They will also look at children's sketch books. They discuss learning with pupils, teachers and teaching assistants, and overall monitor the expected level of achievement in Art for each age group in the school. As well as, raising the profile of this subject, across the school.

The Art subject leader will also encourage staff in their teaching and provide support where appropriate to ensure high quality teaching of Art. They will encourage staff to follow the curriculum guidelines and the Art Policy.

The subject leader will keep up to date with current good practice and any national changes, as well as maintaining the Art resources.

The subject leader will provide Art days and open Art galleries where parents and carers will be invited in, for the children to exhibition their work. This provides their work and the children with validation and gives the children something to take pride in and be proud of.

'Sonar' is used as a tool to track children's Art progress at All Saints. Formative and summative assessments help to build an overall picture of their developing Art skills.

Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- About hazards, risks and risk control.
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps, they take to control risk.

Art and Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of Art activities.
- Lessons are suitably challenging for all pupils and cater to the needs of the children.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the Art curriculum regardless of their race, gender, cultural background, or special needs.
- We enable pupils to have access to the full range of activities involved in learning Art. All pupils have the same opportunity to participate in these experiences.

Art and Inclusion

We recognise that in all classes, children have a wide range of Artistic abilities and so 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 in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Tasks will be differentiated to enable all pupils to achieve.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.