



Tipton St John C of E

Primary School

Policy for Art and Design

June 2020

Review date: June 2022

**‘Believing and Achieving together to be THE BEST WE CAN BE’
“I have come that they may have life and live it to the full” John 10:10**

This policy has been developed with and will be implemented in accordance with the HEART Christian values of our school.

Vision

At Tipton St John C of E School, art forms an important part of the curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. Art and Design is about fostering children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes and providing more complex activities as the children progress through the school. Children’s experiences help them to understand the diverse roles and functions of Art and Design in the world around them. The subject is taught as an individual subject but it is also incorporated into other lessons reflecting the creative curriculum that we follow. High standards and resilience are reflected in sketchbooks and also art work around the school. The sense of purpose, relevance and the excitement in learning provide children with the opportunities they need to achieve succeed and believe (Believing and achieving together to be THE BEST WE CAN BE).

Purpose

Art 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. (National Curriculum 2014)

Intent

Here at Tipton St John Primary School, our intention is to deliver a curriculum which is accessible to all and that will maximise the creative development of every child’s ability and academic achievement in the area of Art enabling them to **know** more about art and artists, to **remember** more about art and artists they learn about and **understand** how to use and apply this knowledge to impact upon their artwork.

Implementation

- Planning is clear and comprehensive and works in line with the National Curriculum and the Tipton St John Art Progression document.
- Children have access to key knowledge and language in order to understand and apply it to their work in Art and across the wider curriculum.
- At the end of a unit of work the children will be able to demonstrate how their skills have developed either in a final piece of work or a series of working pieces.
- Children will have an awareness of artists in the wider community and realise that art has a purpose in society (whether it is historical, political or commercial).

Impact

Nearly all children will achieve age related expectations in Art at the end of their cohort year (those who do not will have a reason e.g. SEN difficulties regarding motor skills).

Children will show year upon year that they have built upon their previous skills and will retain knowledge about the artists they have studied and will understand how they can apply it in their own art work.

Children will understand what being an artist means and how it can be used in the wider community.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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 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.

(National Curriculum 2014)

The importance of art and design to the curriculum

Art and design stimulate pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives in contemporary life and in different times and cultures. They need to be able to think critically about their own and others art work. They should also know how art and design both reflect and shape our history and contribute to the creativity, culture and wealth of our nation. This enables pupils to become more involved in, enjoy, understand and appreciate the visual arts, which enriches their personal lives and enables them to understand the role they play in society.

Expectations

Teachers are guided by the knowledge and skills progression which provides a year to year breakdown.

By the end of Key Stage 1, Pupils should be able to use a range of materials creatively and use drawing, painting and sculpture to share their ideas and experiences. They should be aware of a range of artists, craft makers and designers to describe the differences and similarities between different practices and make links to their own work.

By the end of Key Stage 2 pupils should draw upon their KS1 knowledge and develop their techniques even further broadening their experiences by having access to different art, craft and design. They must show evidence of studying other artists using them for reference and inspiration.

Sketchbooks are provided from Year 1 to record ideas and observation and use them to review and revisit ideas. These should reflect a range of different media including pencil, charcoal, paint and clay.

They will have a knowledge of great artists, architects and designers in history.

The aims of art and design and how these contribute to the school's aims

The school aims to:

- Develop knowledge, understanding and enjoyment of art and design;
- Develop the pupils' ability to observe, learn about and record from the world about them;
- Use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skill;
- Develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Recognise the contribution that art makes to learning in other subjects and aspects such as literacy, numeracy and the spiritual and moral dimensions;
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- Develop the ability to discuss and evaluate their own work and that of the others in a constructive, but critical manner, developing a specialist vocabulary;
- Develop the ability to recognise different kinds of art, craft and design and why and how they are different;
- Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
- Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
- To learn about a variety of artists and architects and use their experiences and techniques to enrich their own work whilst understanding how the artists themselves have contributed to wider society.

Strategy for implementation

Entitlement and curriculum provision

Across the school 3% of curriculum time is allocated to art and design, this amounts to approximately 30 hours per term per year. Planning is linked with the creative curriculum with art fully embedded within the termly theme.

Teaching and learning

Most teaching of art and design is to the whole class, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage. All pupils in each year group experience a variety of materials and processes in two and three dimensions, including drawing, painting, collage, print making, digital media, textiles and sculpture. The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, architects, craftspeople and designers. ICT is used in art to support the practical activities. Pupils in Key Stage 2 use a sketchbook in class for research and independent work. Pupils are encouraged to work in collaboration when making large-scale work. KS1 began to use sketchbooks as from September 2012. There is an expectation that all pupils will be stretched, ensuring discussion, questioning and investigations enable children to work with a mastery approach.

Assessment and recording

Assessment is carried out in line with the school's assessment policy. This is monitored and recorded in a variety of ways including annotated planning, assessment tasks for the children to complete and detailed questioning. Pupils are encouraged to annotate their sketchbook and respond to written comments from the teachers.

Continuity and progression

Each Art medium term plan (MTP) covers over the year: the main art processes, drawing, painting, collage, printmaking, textiles, sculpture and digital media. All processes are covered during each key stage and each unit of work links to previous work and begins to develop skill required for the following units. Teachers use the skills progression document to ensure their lessons are progressive. Work becomes more demanding of the pupils as they develop their skills, knowledge and understanding. The range of artists, craftspeople and designers used in the scheme is also progressive, with different work and artists matched to each unit.

Inclusion

Teachers provide differentiated activities, support and resources for work. Additional support and differentiation are provided for all pupils, with extension and more demanding activities provided for the higher-attaining pupils. Gifted and talented children have access to working in a G&T group with an artist during arts week in addition to their timetabled year group activities. Additional classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability, beliefs or background.

Organisation

Art is time-tabled for at least one hour each week for half of each term. All teachers are expected to teach art and design as a discrete subject during this time unless they are blocking the hour periods together to enable more sustained work to take place. Art and design are also used to support and extend teaching and learning activities in other curriculum subjects through the making of paintings, drawings or other outcomes.

The curriculum

The class teachers create their own MTP that reflect the creative curriculum teaching art within a topic-based approach. These cover all the main art processes and employs a wide range of visual and tactile elements. Planning ensures that pupils undertake group and individual work and study a range of artists, craftspeople and designers from different periods and places. This develops a range of practical skills and makes a significant contribution to their personal and cultural understanding and development. Where relevant, opportunities are provided to develop English and Maths skills.

Learning resources

Key Stage 1 classrooms have a set of basic art materials and equipment for drawing and painting that is stored near the sink in each room. Additional materials such as clay, printmaking tools and inks are stored in the resources room. Material and equipment for Key Stage 2 classes are stored in resources room on the upper site. The subject leader is allocated a budget for these materials. Books and reproductions are stored in the Key Stage 2 library and in the resources room on the upper site.

The learning environment

All working areas are conducive to work in art and design and have appropriate resources and equipment accessible. A range of art and design is displayed in classrooms and other parts of the school. Many displays are interactive through the use of questions, and resources and source materials are displayed with the pupils' work. Materials such as paper and painting and drawing equipment are accessible to the pupils, well labelled and attractively displayed. The outside environment is also used as a resource for the making of art and design.

Safe practice

The school's policy takes account of health and safety requirements. It follows recommendations made in the publication "A Guide to Safe Practice in Art and Design" (DfEE). Health and safety awareness form an integral part of the pupils' learning. Particular care must be taken with sharp cutting tools, electrical appliances, and in processes where hot materials and tools are used. All teachers and teaching assistants are aware that pupils must be taught to recognise hazards and take appropriate action.

Extension or extra-curricular activities

Whenever and wherever possible the school takes opportunities to programme in extension or extra-curricular activities, such as:

- Providing opportunities for children to work with professional artists;

- Visiting local galleries and museums;
- Participating in art projects and competitions and events

Homework

Homework in art and design is in the form of a creative task that is linked to the half termly topic. This is set by the discretion of the class teacher.

The role of parents and carers

Parents and carers are encouraged to be involved in their pupil's learning. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents and carers are invited in to help in art and design lessons throughout the school.

The contribution of art and design to other subjects in the curriculum

Literacy

Literature is planned in specific units as a starting point for work. Poetry, stories and graphic descriptions of characters or events are used as a basis for imaginative work. Pupils record key words and annotate drawings to record their ideas. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in and social events such as other peoples' way of life, famine and contemporary or historic events. Pupils look at, and talk and write about, the work of other artists. This provides opportunities to contribute to literacy and other curriculum subjects such as religious education, history and geography.

Numeracy

Numeracy is a central feature of work in art and design through the investigation of shape, scale, space, form and pattern. In making both 2 and 3-dimensional work the pupils use measure and estimation when composing work and in choosing the size, amount, type and quality of materials.

Information communications technology

The pupils' skills, knowledge and understanding in ICT are developed through the use of a digital camera, scanner and art programs such as Dazzle. The pupils use skills in ICT to extend their work, using traditional media, through the use of art programs to explore colour and pattern to make colour printouts. Photographs they have taken with the digital camera are used as a basis for drawing, painting or 3-dimensional work. Pupils also use the internet to gather information about artists, craftspeople and designers and their work.

Spiritual development

In art and design pupils are encouraged to use materials to express their own feelings, ideas and values. They are encouraged to communicate their responses to social, personal and cultural issues. Works of art, craft and design are used as a stimulus and for pupils to discuss and compare how other artists, craftspeople and designers express their own ideas and feelings. (See SMSC in art)

Personal, Social and Health Education

The scheme includes a number of opportunities for pupils to work in small and large groups, which help them to develop their personal and social skills. The way that pupils work in teams and support each other when discussing ideas or collecting resources and materials provides opportunities for pupils to develop their personal and social skills. Through the discussion of other artists' work, pupils will understand how art can make real comments about social, environmental and health issues. Art is used to enable pupils to express their own feelings and ideas, which makes a contribution to their personal and emotional health and development.

Leadership and management

Staff development and training opportunities

The subject leader undertakes a periodic audit of teaching staff's strengths and training needs. These training needs are fulfilled by the subject leader working with the teacher, the provision of after-school training and by visiting specialists. The staff's strengths are used in planning so that teachers' expertise is used effectively to cover the scheme of work and teaching opportunities.

Leadership and management roles

The subject leader is responsible for the planning and the management of the subject, including completion of an annual action plan, and the provision of materials and equipment. The head teacher is responsible for the overall implementation of the art and design policy. A named governor is designated to take specific responsibility for art and design.

How the subject is monitored and evaluated

The subject leader is responsible for monitoring the range and standards of work in art and design and for working with teachers to monitor standards of teaching through classroom observation.

The head teacher and named governor monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff are asked to use their assessments to evaluate standards and the effectiveness of the scheme of work.

Review

This policy will be reviewed bi-annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments will be made.

Reviewed by: Zoe Thomson

Date: June 2020

Next review date: June 2022