

Applecroft School



Art and Design Policy

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Committee to Review:	Curriculum & Assessment
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Art and Design Policy

1 Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

Art & Design Mission Statement

Art & Design at Applecroft nurtures the potential of each child as a budding artist. We aim to inspire the minds of our children by providing them with opportunities to be creative and explore their imagination through visual and tactile forms. We encourage determination and resilience through peer and self-assessment and opportunities to adapt and improve work.

2) Our aims and objectives including breadth of study:

Our key aims are to stimulate inventiveness and imagination. We provide visual, tactile and sensory experiences and opportunities, which create a framework for success and enjoyment, thus enhancing self-esteem.

Using the objectives from the National Curriculum and Early Years Foundation Stage as our base. Our aims are to:

- 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

3) Art & Design Curriculum Intent:

Why do we teach this? Why do we teach it in the way we do?

At Applecroft we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Children learn the techniques of drawing, printing, painting, collage, textiles and 3D work and are given the opportunity to explore and evaluate different creative ideas. Across the different art mediums they work with traditional media, developing confidence, competence, imagination and creativity.

Throughout their time at Applecroft, children become involved in shaping their environments through art and design activities. Our curriculum encourages the children to express themselves in a creative and imaginative manner. It stimulates inventiveness through the exploration of different mediums and tools and provides children with opportunities to develop and extend their skills. Children are encouraged to reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists working creatively.

Through studying the work of well-known artists, craft makers and designers they develop an appreciation of art, craft and design which enables them to develop a more rigorous understanding of art and design. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

4) Art & Design Curriculum Implementation

What do we teach? What does this look like?

The teaching and implementation of the Art and Design curriculum at Applecroft School is based on the National Curriculum. Skills and knowledge statements have been mapped out by the Art leader for each art form and progress from Nursery up to Year 6. Children will experience an exciting and varied, art curriculum which develops their knowledge and skills. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art. Children's critical abilities are developed through 'Art Appreciation'. In Key Stage 1 children focus on the 7 elements of art to discuss key art works. In Key stage 2 children have discussions using the 'content, form, process and mood' approach to looking at art and by studying a range of different artists. All children, across the school, will have the opportunity to develop ideas and creativity, skills and mastery of processes and knowledge of art and cultures.

Our Curriculum:

Early Years Foundation Stage (EYFS):

In our nursery and reception classes we follow the EYFS statutory framework, which sets out the seven areas of learning including Expressive Arts and Design. Children also learn about their class artists of Lowry, Matisse, Kandinsky and Seurat.

Key Stage One and Two:

In Key Stage One (Years 1 & 2) and Key Stage Two (Years 3-6), we follow the National Curriculum.

In Key Stage One the children learn:

- to experiment with drawing, printing, painting, collage, textiles and 3D work to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques through the use of colour, pattern, texture, line, shape, form and space
- to learn about the work of a range of artists, craft makers and designers.

In Key Stage One, the children learn about their class artists who include: Joan Miro, Georgia O'Keefe, Claude Monet and Andy Goldsworthy.

In Key Stage Two the children learn to:

- develop their creativity further by increasing their knowledge, skills and understanding of materials and processes
- improve their use of tools and become confident in using a variety of techniques
- increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works

In Key Stage Two, the children continue to learn about their class artists who include: Vincent Van Gogh, Barbara Hepworth, Pablo Picasso, Bridget Riley, Anthony Gormley, David Hockney, Andy Warhol and Henry Moore.

The children's experiences are developed and extended through our whole school 'Arts Week' which occurs once a year. During this time, the children focus on collage and textiles and printing skills. They are given opportunities to work collaboratively and individually to produce art works. They are encouraged to explore different styles and techniques used by artists and are given the chance to develop their individual interests.

To further support and encourage the children to be expressive in art, they are entered into local art competitions throughout the year. These can range from creating posters to support their local environment to raising awareness for global issues such as light pollution and producing artwork to celebrate Black History Month.

5) Art & Design Curriculum Impact:

What is the impact of our curriculum? What does this/will this look like? By the time children leave our school they will: How will/do we know? How will we measure this?

By the time children leave Applecroft they will:

- have explored a range of techniques and use of different media
- have produced creative work, exploring their ideas and recording their experiences
- be proficient in drawing, painting, sculpture and other art, craft and design techniques
- be able to 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.

6) Learning and Teaching Styles (including approaches for disadvantaged children including SEND):

We encourage a variety of teaching and learning styles in Art and Design lessons to help the children develop as artists both individually and as part of a collaborative team. Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through scaffolding, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

7) How do we plan and organise our lessons?

We plan the activities in Art and Design so that children are building upon their prior learning and developing skills as they progress throughout the year.

Art & Design and Design Technology are taught in a modular approach with each subject having 3 module sessions each week over a 3-week period. There are 5 modules of Art & Design and 6 modules of Design Technology. The art units taught in the modular approach are painting, drawing and sculpture. Printing, textiles and collage are taught in and Art & Design week.

This approach allows us to ensure that these subjects are taught more frequently across the year and takes into account key research and evidence including 'Spaced Retrieval Practice' and 'The Forgetting Curve' - we want to make sure we ease the forgetting curve by coming back to key learning points after a shorter period of time and encouraging key information to be retrieved, remembered and alternately stored in the long-term memory.

Art and design engages children in a variety of different activities, practical work, critical reflection and discussion. Scaffolding in art may be achieved by modifying the task, language and stimulus or by providing extension activities.

8) How do we make Art & Design inclusive?

The art curriculum is available to all children regardless of race, gender, level of ability or nationality. A wide variety of art from different cultural traditions are used to support and give examples of different artistic styles and techniques. We welcome art from different

religious traditions in order to further understanding, both of the religions themselves and the importance of art in different cultures.

Art and Design helps children to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. 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, cultures and religions through their work on famous artists, designers and craftspeople.

9) Contribution of the Art & Design to teaching in other curriculum areas:

The skills children acquire in Art and Design lessons are applied to their cross curricular topics, allowing the children to use their art skills to reflect on and explore these in greater depth. Art contributes to the teaching of a range of other subjects including History, Computing, Geography, Religious Education, Maths and PSHE.

Art and Design lessons can be used to aid the children's understanding of the world around them and children can practise applying art skills and knowledge in real life situations e.g. sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Cross-curricular opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art
- creative skills
- knowledge and understanding of the world around them;
- sense of time and place;
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in Art & Design?

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

Children with SEND are taught within Art lessons with teaching resources and activities differentiated as necessary. The Art & Design related learning of Pupil Premium children throughout the school is monitored and samples of work are collected. Teachers ensure that Pupil Premium children are able to access the Art & Design curriculum and that their learning is scaffolded where necessary.

11) How do children record their work?

Children across the school record work in sketchbooks. Children are encouraged to develop the habit of using their sketchbooks (or visual diary) for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference - as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

12) How do we use feedback to support children's progress?

Teacher feedback is given throughout lessons to ensure children are working towards the learning objective. Most feedback is verbal however, written feedback is used in KS2 to encourage each child to reflect upon their work and respond to questions.

Peer and self-assessment and feedback is used throughout art lessons to help children to appreciate how they can improve their performance in future. As art is subjective, the ideas, thoughts and feedback from peers, as well as teachers, enable pupils to effectively reflect on their own and other art works. Specific feedback from teachers and peers, relating to the learning objective, is used to ensure feedback is constructive and useful.

13) How do we assess and report children's progress and attainment in Art and Design

Assessment of children's learning in Art and Design is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This formative assessment is then used to inform adaptation, support and challenge required by the children.

Summative Assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress. Teachers assess children individually against end points. End of year criteria statements have been developed to identify the number of children working at age related expectations, above age related expectations and below age-related expectations. Annual written reports will comment on the level of attainment achieved by each pupil. These are reported to parents and carers along with their progress and effort in the subject at the end of each academic year as part of their annual report.

The sketchbook provides insight into the skill processes as taught by the curriculum and should be considered alongside end pieces in making any judgements. Sketchbooks and final pieces are monitored termly by the art leader to ensure effective feedback leads to improved outcomes for pupils.

End of year data is collected and analysed on a yearly basis by the subject leader to inform and address any trends or gaps in attainment.

End of year reports to parents indicate whether the children are working towards, working at or working above age related expectations in art and design.

14) How do we set home learning (if any)?

Home learning is not usually set for Art and Design.

15) How do we monitor Art and Design across the school?

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching and providing a strategic lead and direction for this subject in the school. The subject leader carries out arrange of different monitoring including; planning, work samples, pupil voice, staff voice, parent voice, and displays throughout the year.

16) How is Art & Design resourced?

There is a range of resources to support the teaching of Art and Design across the school. All classes have a variety of basic materials and equipment kept in the classroom; brushes, powder paint, water colour, water pots, colouring pencils and art pencils. Extra resources including specialist books are kept centrally in the PPA Room. It is important to ensure that resources are labelled, tidy, clean and ready for use. Each class has an Art Leader to take responsibility for resources and to support the school's ethos of the 7 Habits, encouraging each child to be a leader.

17) Health and Safety:

The general teaching requirement for health and safety applies to this subject, teachers are required to teach the children how to use equipment safely and show in planning how they are teaching the skills using equipment.

18) How do we develop the CPD of staff?

The subject leader seeks to support the professional development of all staff, in collaboration with the Senior Leadership Team, either through in-house training or courses where relevant.

19) How do we involve parents in Art and Design learning?

As a school we want to involve the wider community to have a more active role in all of the learning at Applecroft. We aim to involve parents as much as possible in Art and Design by requesting for parents or other adults to come into school and share experience, skills and enthusiasm, where appropriate. Parents are invited into school three afternoons a year to look at the children's learning and at open evening at the end of the academic year.

20) How are the governing board involved?

The governing board are kept up to date with the school's Art and Design curriculum via the curriculum committee, through presentations to the governors either at curriculum committee level or Art faculty meetings.

The Arts faculty consists of the subject leaders for Art and Design and Music and one governor from the curriculum committee. The faculty has responsibility for overseeing the provision of the arts within the school and meet once a term to discuss the subjects. The agenda of meetings could include: Subject Leader Action Plan feedback, quality of learning and teaching, pupil outcomes etc.