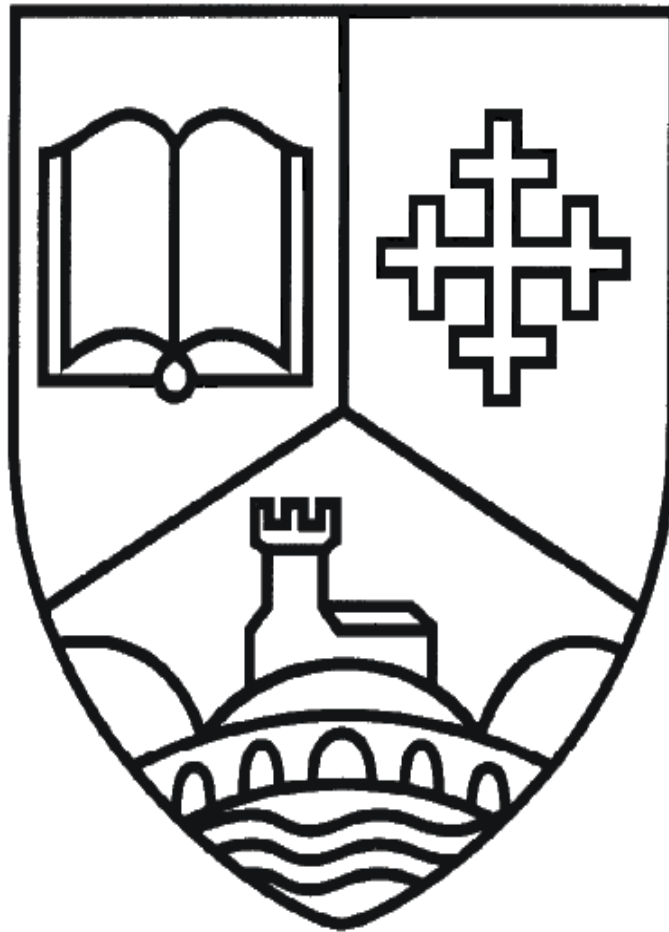


Bidford-on-Avon C.E. Primary School



Policy for Art & Design

1. Introduction

This policy outlines the teaching, learning and management of the Art and Design Curriculum at Bidford-on-Avon Church of England Primary School. The policy reflects our whole school approach to Art & Design and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the Head Teacher and teaching staff.

2. Purpose of study, intent and aims

Art, craft and design embodies some of the highest forms of human expression. It fires pupil's imagination and creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge, concepts 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 reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation and wider world.

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

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

3. Teaching and Learning

At Bidford-on-Avon Primary School, Art & Design national curriculum objectives are taught discretely with relevant links made to the wider curriculum. Opportunities for learning are also drawn from outside agencies and visits to places of interest. We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject-based focussing on the key knowledge, vocabulary and skills. As appropriate contextual links are made across other curriculum subjects to provide meaning and context for learning e.g. art linked to WW2 history; botanical art linked to a geographical study of the Amazon.

The use of rich questioning, well -pitched exposition, discussion, research, collaboration and the development of listening, communication, thinking and problem solving skills encourages pupils' curiosity and self-directed learning. Targeted feedback and formative assessment supports the enrichment, broadening and deepening of pupils learning.

Opportunities to experiment, to develop their visual and emotional literacy, to develop their expressive and individual style, to immerse themselves in an open ended creative process, to be reflective and confident in their own responses is central to learning in art and design. Three core principles underwrite activities in Art and Design developed in a consistent pattern of learning objectives, planned activities and assessment outcomes. These three principles relate to:

- The development of ideas and creativity.
- The development of skills and the mastery of processes.
- The development of knowledge encompassing art and culture.

As a result planning models a progression from first hand experimentation and the acquisition of skills and technical knowledge, towards applying what has been learned with new independence and purpose, enabling children to become aware and reflective as well as confident learners.

At Bidford we believe that Art & Design should be meaningful and embedded in the children's experiences. The curriculum should involve practical experiences, engaging resources, creativity and personalised learning, and is complemented by looking at creative work and involvement with working artists, galleries and local or national initiatives to promote Art & Design.

At Bidford-on-Avon Primary School our aim is to deliver an Art and Design curriculum which can be accessed by all pupils. The curriculum should engage and inspire learners whilst conforming to, but not being limited to, the National Curriculum. We recognise the fact that in all classes there are children of different abilities in Art and Design we aim to provide suitable and challenging learning opportunities by differentiating tasks, giving additional support to individuals or groups and allowing extensions to art work through independent research, creativity and problem solving.

4. Art Curriculum Planning and implementation.

Key Stages 1 and 2

Art & design is a discrete subject within the national curriculum for key stages 1 and 2.

Art & design curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase

Long term schemes map out the elements of the Art & design programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant artistic media, key objectives, key vocabulary and suggested artists, craftspeople or designers studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of KS1; lower KS2 and Upper KS2.

Medium and short term planning builds upon their prior learning and long term schemes detailing the aim, content, key vocabulary, key knowledge and skills, resources, relevant artists, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

Over KS1 and KS2 pupils study and improve their mastery in the use drawing, painting, sculpture, printing, collage, textiles, developing their use of digital media at UKS2. They learn to use a range of materials and techniques creatively to develop and share their ideas, experiences and imagination. They learn about art history and significant figures within it, making links to their own work. Sketch books are used extensively across KS2 to record and explore pupil's ideas.

A diverse range of artists, craftspeople, designers and architects are identified within the scheme for each unit of work. They provide a window into the world of art history and supports their understanding of the use of artistic media, artistic themes and cultural development.

As we have a combination of single and mixed year group classes, planning is done as part of a 2 year rolling programme. This ensures children have complete coverage of the national curriculum and do not have to repeat topics.

The timing allocated to teaching Art and Design each term is outlined in the curriculum policy.

Art and Design is delivered as individual and blocked lessons. Blocked lessons provide consistent time for pupils to develop, review and adapt pieces of work within a creative process, whilst individual lessons might focus on developing a key skill or knowledge about an artist or art work.

There are also planned Art and Design activities which are additional to the Art and Design curriculum related to special occasions, ceremonies, RE and in support of other subject curriculum objectives.

Art work from both pupils and the world of art and craft are displayed around school to provide a stimulus to pupil's curiosity, discussion and engagement in the learning environment.

Early Years Foundation Stage

In Reception Art is explored through the umbrella of 'Expressive Art and Design' and 'Physical Development' where children begin their art journey exploring simple tools and techniques such as cutting paper, drawing lines to create objects and beginning to mix colours. Children are also encouraged to begin the process of evaluating their artwork by talking about what they could add next time or why they chose to do something the way they did. Children are exposed to key Art vocab including naming the resources they are using and colours. They begin to generate inspiration and conversation about the art and artists they study.

Cross-Curricular links.

At Bidford we believe it is important that meaningful links are made with other curriculum subjects. Art history is embedded in the development and representation of subjects across the wider curriculum. Drawing skills and the use of design, colour, shape and form has an important role in expressing and developing ideas across the curriculum.

Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. Art & design introduces pupils to the richly diverse creative life of people across the world and across history and its impact on human development. In art-making we have the freedom through expression and discovery to reclaim our feelings, voice, and truth and give meaningful expression to our commitments, values, and spiritual experience.

Community Cohesion and British Values:

Through our Art & design planning, links are made to British values by looking at the importance of Art & design locally and nationally and how this has impacted the local community's development and the wider nation. For example how Art & design engages people, supports the development of ideas and sustains their communities.

5. Impact

The expected impact of Art and Design is that children will:

- Produce creative work by exploring, adapting and recording their ideas.
- Be proficient in drawing, painting, printing, sculpture, collage & textiles and multi media.
- Evaluate and analyse creative work using subject specific vocabulary
- Know about a range of diverse arts, designers, craftspeople and architects and the historical and cultural development of art.
- Develop the curiosity, creativity, compassion, faith, hope and courage they need to flourish as valued members of the world community, as educated citizens and as part of God's creation
- Meet the end of Key Stage expectations outlined in the National Curriculum for Art and Design.
- Leave primary school equipped with the confidence, creativity and range of techniques to form a strong foundation for their work in KS3 and beyond.

6. Management of Art within the school.

The art subject manager is responsible for:

- Compiling, carrying out and evaluating the school art & design action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- Ensuring policy and planning provides coverage of NC Attainment targets and programmes of study
- The organisation of art and design resources within the school.
- Keeping informed of changes and updates in science teaching, for example by attending Leading Learning Network and Ogden Trust meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring and assessment of standards in children's work and of the quality of art and design teaching science.

7. Health and Safety

In planning activities, including visits or the use of materials and tools teachers will risk assess potential safety issues, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Art and Design activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- All tools and practical equipment are kept in good condition, cleaned, stored safely and well-organised
- Children are provided with appropriate training in the use of cutting tools and are supervised at all times
- Work areas are appropriately arranged i.e table covers/ aprons to prevent spillage or damage to resources or clothes.
- Allergies are considered when ordering malleable materials

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

8. Safeguarding

All activities in Art and Design will be managed within the guidelines stated in the school Safeguarding policy. All additional adults/volunteers supporting Art and Design activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

9. Assessment and Recording.

Teachers assess children's work in Art and Design by making formative assessments as they observe them or engage them in discussion during each Art and Design lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, identifying where appropriate, good examples of work and areas to improve or questions. Children are asked to self-assess their work, commenting on their successes and suggesting where improvements could be made. Opportunities are provided for children to discuss and evaluate work with their peers.

At the end of each unit of work, the teacher makes a summative judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the national curriculum (recorded on unit plan) – a conglomeration of this data, along with subject milestones are used to assess/ record pupil's attainment at the end of the year (recorded on subject attainment tracker). Staff use a subject milestones progression map to check their progress against key stage benchmarks. Key Stage teams complete a termly subject review, which supports improvement in planning and resourcing of subjects. The subject leader completes a periodic monitoring of planning, pupil work and attitudes and completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

Photographs are taken as a record of children's practical work. The Design and Technology subject manager keeps levelled samples of children's work in a portfolio to support staff's understanding of the expected standards across the year groups.

10. Resources

Art Express, a complete art and design scheme for primary class teachers' is the main resource used to inform planning for KS1 and KS2. The units build upon prior learning and offer children the opportunity to progress their learning and practise skills as they move up the school. It also provides exemplar of pupil work for each unit of work. Staff also use other schemes of work and a range of imaginative planning documents to support our medium-term planning where required, including advice from and membership of The National Society for Education in Art and Design.

All specialised Art and Design resources are kept in the Hall storeroom, including a range of pictures. Basic paint and paper are part of normal stock. The school library contains a range of books documenting artistic movements, key works of art and the lives of individual artists.

11. Monitoring and review.

Monitoring of the standards of the children's work and of the quality of teaching of Art and Design is undertaken to ensure that pupils make the best possible progress. The annual Art and Design action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.