

St Margaret's CE Primary School



Art and Design Policy 2021

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1. INTENT

Aims

We aim for children to develop creativity, skills and knowledge of artists and genres through engaging activities where all children's work and ideas are celebrated. We inspire children through artist visits, topic links, trips and our local environment. We actively promote the celebration of our children's artistic achievements through displays within the local community.

Principles

Art is concerned with providing a medium by which children can express themselves and the world in which they live. It is about acquiring the necessary skills to develop high standards of self-expression. Through artistic experience children should develop an understanding of the characteristics of different materials and forms. Art is about trial and error and self-evaluation. It is a subject of progression where studies of the past can influence and shape ideas. Most importantly, art is about the pleasure of producing an aesthetic piece at whichever level the artist is working.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader, Tracey Keates, oversees and manages Art, supported by Catherine Reene (responsible for Design Technology). They will have an overview of how the art curriculum is taught across the school, ensuring that the subject is sufficiently resourced and where appropriate, will advise and support staff with their knowledge and understanding. They are responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom, keeping up to date with National priorities.

Organisation

Artistic skills will be taught in the most appropriate way for each year group and are taught in weekly lessons as well as in special themed/topic weeks or days throughout the year. Teachers aim to build up and develop children's existing skills through engaging and fun lessons. Through our art progression of skills, pupils will become inspired to produce original works of art of which they are proud and be reflective in the evaluation of their learning. Throughout the school, sketchbooks are used to keep a running record of their learning, experimentation and evaluations of a variety of mediums and these are passed on from one year group to the next.

Planning and Content

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Expressive arts and design. The educational programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

From years one to six, Art is taught in blocks throughout the year so that children are taught a variety of skills in their learning and how to use a range of different mediums following the National Curriculum. Within each year, children will experience activities relating to drawing, painting, printing, textiles/collage and 3D form. Activities range from creating tree rubbings in year 1 to Modroc Canopic jars in Year 3 and studying the artwork of Henry Moore and Andy Warhol in Year 6.

Links with other subjects

Cross curricular outcomes in Art are specifically planned with strong links between the History curriculum and English lessons, usually with a key text or artist/illustrator, to provide a stimulus and enable further contextual learning. Computing is used for creating pieces of art using a range of programs. Furthermore, art lessons are used to explore and imitate the art and design practices of the time period being studied in history, using a mixture of mediums.

Knowledge and skills

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by Autumn, Spring and Summer and this is what the children will be able to do in the area Expressive arts and design. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

In years one to six, art lessons follow the objectives laid out in the National Curriculum and, where possible, teachers makes links to the current topic. Teachers refer to our progression of skills document to ensure that children are being exposed to a wide range of mediums and activities that will bring out the artist within.

Wider opportunities

Art is a subject that everyone can access and the skills are frequently used outside of the classroom environment. From mark making outside in EYFS to gathering natural resources from the school grounds (blackberries, mud) in year three to mix their own paints, the children benefit from a range of stimuli. Throughout the year, year groups may have a visitor in to talk about their art work or have an art themed day linked to their current topic.

Inclusion and Extension

Following observations and sketchbook looks, teachers are able to plan lessons which will challenge the children with their learning. Children will be encouraged to evaluate their own work and have the time to look at the work of others, via a silent gallery at the end of a lesson. For some of our more talented artists (identified by class teachers) they are invited to attend an after school art club with a specialist LSA who helps them to develop their skills using mediums not appropriate for whole class lessons.

Homework

Homework is not set for Art.

Health and safety

Teachers expect the children to work safely when handling different mediums and act appropriately to their age range. If new mediums are used, children are given specific guidance upon the risks and children are expected to adhere to these to keep themselves and others safe at all times.

3. IMPACT

Marking and assessment

Children's work is monitored by the class teacher.

In EYFS and Year 1, children are given verbal feedback on their work.

From year 2 up, children are encouraged to evaluate their own work by using a silent gallery to look at the work of others and compare to their own. Further up the school, children are encouraged to write notes to show their preferences and areas for development. All work is valued and class displays can be seen around the school.

Adults are continually monitoring the children's work through formative assessment using observations, discussions, sketchbooks and completed projects.

In years 1 to 6, class teachers informally assess the children's attainment in art each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded with these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

Monitoring and evaluation

The subject leader, along with the SLT, is responsible for monitoring the standards of art and design across the school by looking at planning, children's books, learning walks and observations of classroom practice.

Reporting to parents and governors

All teachers are required to discuss the children's progress in Art with parents as part of the consultation evenings (twice a year) and through an annual report which outlines the children's effort and attainment within the topics covered.

Subject leaders are required to feedback to the curriculum governors every year.