



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Art and Design
Policy***

Our Mission Statement is;
'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

1. Statement of Intent

At Roe Lee Park Primary School we value the importance of the arts provision to nurture the whole child. We view Art and Design as an important part of the children's entitlement to a broad and balanced curriculum.

Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas using a wide variety of materials and purposeful opportunities.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, take risks and create their own works of art, whilst building up a bank of vocabulary linked to the subject. Opportunities will be made during the teaching of art to develop the cross curricular themes of:

- Enquiry
- Vocabulary development
- The local area

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. Roe Lee Park will continue to solidify our role as the leading school in Blackburn with Darwen's Local Cultural Educational Partnership.

Children and staff at Roe Lee Park will consider the development of skills which have been taught and refined throughout the process just as important as the final design piece. We aim to create confident, independent artists who can value their own creative journeys and are proud of their accomplishments.

During art lessons, children are expected to continually reflect on and evaluate their own work, thinking about how they can make changes and keep improving. Within lessons there will be opportunities for self and peer assessment as well as teacher feedback.

2. Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

3. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art, design and providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art and design to other curriculum areas.
- Collating assessment data and setting new priorities for the development of art, design in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Support staff are responsible for:

- Assisting the class teacher as directed.
- Supporting children with specific needs.

The Governors are responsible for:

- Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum.

4. Teaching and Learning

The school uses a variety of teaching and learning styles in art lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge
- Promoting active learning
- Inspiring, exciting and motivating pupils to know more

Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear purpose when assigning tasks
- Investigating, disassembling and evaluating activities
- Using focussed practical tasks to help pupils make and evaluate products
- Ensuring tasks are built on skills and understanding

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

In the EYFS examples of children's art work and evidence of the development of children's skills will be evident in children's Learning Journeys and/or through observations. In Key Stage 1 pupils are provided with a creative journal which continues through school with them. The creative journal is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.

Pupils are encouraged to use their Creative Journal as a place of practice, and to represent their thoughts and feelings through art and design.

The Creative Journal is used for, but not limited to:

- Practising certain skills and features,
- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Including sketches and working drawings for ideas of things pupils want to make.
- Gathering information to give specific knowledge of how things are made or work.
- Experimenting with ideas
- Gathering ideas and samples for projects
- Evaluations of pupils own work and that of other artists.
- Photographs

5. The Curriculum:

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 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.

EYFS

All pupils in the EYFS are taught art as an integral part of the topic work covered during the academic year. Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

KS1

By the end of KS1, pupils are taught to:

- Understand that their Creative Journal is used to develop skills and techniques using a variety of different media.
- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS2

By the end of KS2, pupils are taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.

6. Planning

Through a progression of activities we will build on, and develop, children's artistic skills and achievements.

Planning of the art curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists architects and designers
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Evaluate and analyse their work and that of others using the language and vocabulary of art
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

The school creates long-term, medium-term and short-term plans for the delivery of the art curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- In our school, art is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2' published in 2013.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Medium-term plans will be shared with the subject leader to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

- All lessons will have clear learning objectives, or where appropriate, Killer Questions, which are shared and reviewed with pupils.

7. Assessment and Recording

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. The progress and development of pupils within the EYFS is assessed against Development Matters statements and the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment at the end of each unit provides broad descriptions of achievement which relate to expected progression of investigating and making art skills at the end of each year group. This should be used together with assessment of an individual child's knowledge and understanding and ability to evaluate and make improvements to their work. Teachers should use appropriate approaches to assessment that allows for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means. Provide clear feedback to pupils to aid further learning through verbal, self and peer assessment.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Evaluating work against the assessment task
- Pupils' self-evaluation of their work.

8. Cross Curricular Links

English:

Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.

Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.

Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures

Maths:

Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

PSHE:

Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

ICT:

Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.

Pupils can record their observations and manipulate them through editing or painting software to create their own designs.

Pupils can use the internet to explore famous artists and designers.

9. Equal opportunities

All pupils will have equal access to the entire art curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all art lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used. Roe Lee Park aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions and 'Class Crits'.

10. Health and Safety

In order for pupils to remain safe when using the variety of tools needed in Art, pupils need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The pupils are shown how to use tools and other pieces of equipment safely.

Policy written by: L.Swift

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