

Art & Design Policy



POLICY

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The National Curriculum states that:

“Art, craft 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.”

At Swansfield Park Primary School, we provide an exciting, stimulating and challenging Art and Design Curriculum for our children, showing the importance of human creativity and providing children with a nurturing environment in which they can explore, create, evaluate and analyse, regardless of age or ability.

As a school, we use art and design in a variety of forms across many aspects of the curriculum, as well as being taught and valued as an individual subject. This allows children to make connections in their learning as well as in the world around them and link in personal experience. We want the children at Swansfield Park Primary School to see the cultural and historical value of art and design, to understand how existing artists may shape the future and to see the potential in themselves as successful artists – now, throughout the rest of their education and beyond.



Aims

In line with the aims of the National Curriculum for art, at Swansfield Park Primary School, we aim to ensure that we:

- Encourage the natural abilities that every child possesses in this curriculum area
- Help children explore the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live
- Enable children to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Enable children to express their ideas, feelings, thoughts and experiences in a visual form and promote enjoyment in all art and design activities
- Encourage children to develop the ability to use a sketch book as a 'notebook' for ideas and observations
- Help children communicate confidently and develop aesthetic judgements applied to their own work, to the work of peers and to the world around them
- Develop skills and knowledge of materials so that ideas can be generated, undertaken and completed with success
- Promote and encourage increasingly expressive language and art specific vocabulary to respond to their own work and that of others in an evaluative and analytical way
- Where appropriate, use technology to create, develop and record their work
- Provide our children with opportunities to learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



Planning

At Swansfield Park Primary School, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term. However, it is important that art and design promotes fluidity through children's own abilities to explore, experiment, analyse, evaluate and develop or change ideas, to encourage confidence, initiative and self-led learning.

Long term planning:

At Swansfield Park Primary School we believe that art and design should be planned in conjunction with our topic theme for the term or half term. This ensures that learning links are made and that children make connections across the curriculum. Our long term planning aims to balance the teaching and learning of art with that of design and technology. Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. A set planning pro forma is used by all staff when completing long term planning.

Medium term planning:

Medium term planning is carried out on a half-termly or termly basis. Teachers and Higher Level Teaching Assistants who teach art and design, work in teams to identify and select objectives which ensure coverage of curriculum links. Planbee is often referred to across Key Stage 1 and 2 for objectives where the learning ties in with our key stage topic, and the Early Years Development Matters document is used as guidance. Art and design is sometimes planned in to enhance or support cross curricular learning. This may take the form of outdoor learning/subject mastery activities. In their teams, teachers are responsible for generating medium term planning overviews using the school's set pro forma and ensuring that these are made available on the school website.

Family learning projects are planned for regularly, encouraging children to use their creativity in presenting work in unique ways. These projects allow time for families to share creativity and learn new skills together.

Stand alone art and design opportunities are identified where appropriate, whether it be for in school purposes such as display, a visit by an artist or for competition purposes. Opportunities such as these provide links within the local community such as Alnwick Playhouse and Bailiffgate Museum . Links with local artists mean that connections within the local community can be developed and future projects planned for.



Short term planning:

Short term planning is carried out on a weekly basis. Individual teachers and Higher Level Teaching Assistants are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short term planning but for art and design, a flexible 'work in progress' approach is important to planning to allow for the rethinking and reshaping of children's creative practice to grow and develop before final pieces are produced.

Planning across the curriculum

At Swansfield Park Primary School, we see art in its broader sense, therefore 'the arts' are used in many other aspects of the curriculum. This includes the use of art work, photography, film clips, music and drama to either stimulate, support or enhance lessons. Taught skills and children's natural abilities for art and design are nurtured, with opportunities provided across the curriculum where appropriate.

Teaching and learning

The art curriculum allows children to experience the main areas of artistic study as defined in the National Curriculum.

Our teaching enables children to have opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine
- Develop an idea or theme for their work drawing on visual and other sources and discuss their methods
- Experiment with and apply their knowledge of the elements of art, choosing appropriate media
- Modify their work in light of its development and their original intentions
- Identify different types of art, craft and design and their purposes
- Begin to identify the characteristics of art in a variety of genres from different periods, cultures and traditions, showing some knowledge of the related historical background
- Make imaginative use in their own work of a developing knowledge of the work of other artists
- Relate artwork to other areas of the curriculum
- Design and present work for display



Teaching Styles

At Swansfield Park Primary School, we provide a mixture of practical work and theory within art. We adapt the style to fit with what we are teaching:

- Children have the chance to work individually and collaboratively
- Children have the opportunity to look closely at artefacts and objects and talk about them with others
- Children look closely at both the natural and man-made world and record what they see
- Children have the opportunity to study the works of great artists, craft makers and designers and to discuss the techniques, skills and meanings that are presented in that work
- Children are provided with a variety of materials, tools and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques, media, language, line, shape, colour, texture and pattern
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas

Assessment

Assessment is regarded as an integral part of the teaching and learning process at Swansfield Park Primary School. The key sources of assessment in art are:

- Use of Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in the arts.
- Children set their own criteria and evaluate their own work and the work of others
- Feedback and questioning in children's books
- Informal annotations on planning
- Feedback and questioning in children's books
- Discussions with individual/groups of children
- The use of Planbee art assessment grids covering all objectives across all key stages.
- Art and design subject progress sheets



In the Early Years, all members of staff are responsible for observing children as they interact in both child initiated and planned activities, making sure that each child is regularly assessed against the EYFS curriculum. Progress towards the early learning goal is documented in work books and through observations and photographs recorded on the EYFS 360 app. Where appropriate, staff also use the development statements to identify possible areas in which to challenge and extend a child's current learning and development.

Marking

At Swansfield Park Primary School, we believe that children should be actively encouraged to participate in the marking process, either through self and peer assessment opportunities, or through responding to teacher's feedback. This may be an immediate action in response to a teacher's oral feedback during the lesson or a written response to questioning in a sketch book. Feedback and questioning will ensure a child is challenging themselves to think more deeply about the creative or skills process and move the child on in their learning.

Resources

Classes which have available storage, have a small range of art equipment in their cupboards, but most art and design resources are stored in a clearly labelled central cupboard. Early Years have a separate resource budget for art and design and keep their resources accessible to them in Early Years.

Resources are audited, checked and updated annually. Areas of need are monitored, and equipment purchased in line with need using the school's subject bidding process. On occasion, resource requests are sent out to families for reusable and recyclable materials and some businesses occasionally offer materials.

Continuing Professional Development

Staff are encouraged to attend external training courses or development days advertised through the online E-Courier. Where teaching staff begin to teach art and design as an individual subject Higher Level Teaching Assistants who usually teach the majority of this subject, work together with teaching staff to share resources, planning and ideas from their previous teaching of topic related art and design. We also involve staff with policy and decision making.



Monitoring and evaluation

Monitoring of the development of children's skills, quality of teaching and curriculum coverage is the responsibility of the art subject leader. It involves work scrutiny, learning walks and discussion with both children and teaching staff.

It is the responsibility of the art subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Review of the policy

This policy has been formally adopted by the governing body.

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
This Version	29 November 2017	Adapted into Swansfield Park Primary School

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		
Approved by	Bill Grisdale	Governor		

DATE OF NEXT REVIEW	Autumn 2020
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