



SPRING GROVE
PRIMARY SCHOOL

Art and Design Subject Policy

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Intent

At Spring Grove our intention through the teaching of Art and Design is to develop **creativity, imagination, set challenges** and **inspire**. By the end of Year Six we aim for our children: to be familiar with different methods; open minded about different approaches and about the different ways artists work and can make their own creative decisions about how best they can work.

We aim to equip all our children with the knowledge and skills to experiment, invent, create and **reflect** on their own works of art. We will introduce our children to a range of art by studying artists, designers and sculptors from different periods of history, and cultures. Their works of art are used as inspiration. We aim to ensure that our children learn about the **diverse roles and functions of art, craft and design in contemporary life**, and in different times and cultures. We will **explicitly teach** different art skills and knowledge to ensure that learning can develop over time, teachers can access CPD via Access Art to ensure that the teaching of skills is of the highest quality. We will foster a love of Art and Design, making links to other areas of the curriculum, planning special whole school events, themed days and visiting museums and galleries.

Implementation

Art and Design is sometimes taught as an explicit art lesson, but wherever possible it is linked to class topics and the wider curriculum as it gives children the opportunities to bring art to life. We use our special whole school curriculum days to foster a love of art and design, and create whole school displays. Our Art and Design curriculum enables our children to explore ideas and meanings through the work of artists, architects and designers. Our We invite specialist artists in to work with the children, to inspire them and challenge their thinking and creativity. We give children the opportunities to visit museums and galleries, developing their skills of observation and evaluation. We also celebrate and recognise the artwork children bring into school from home.

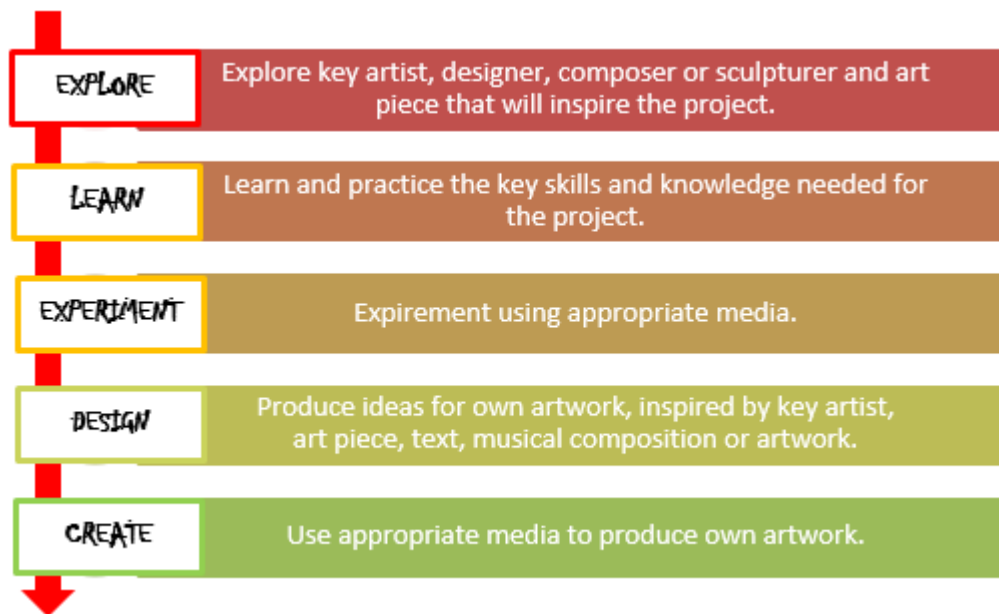
The progression of Art skills and Knowledge begin in Nursery and knowledge is developed over time, our pathway provides a structure to enable children to have artistic freedom; for example to represent a piece of artwork using their chosen media. Progression is not liner but through a weaving and laying of skills enables children to revisit skills and experiences. These key skills have been identified by **Access Art** and have been incorporated into our Art Pathways to ensure a **progression** in skills and knoweldge. *Our Art Pathway enables progression based on growth.*

Throughout the EYFS, children are exposed to a range of masterpieces: that have been carefully selected to stimulate discussion; support children ability to **interpret** and **appreciate** what they hear, respond to and observe and provide a framework for children to explore. Learning is centered around seven areas of exploration, which develop fundamental art skills that are developed throughout the primary curriculum. Each area provides ideas activities which enable open-ended, playful exploration of materials, processes and ideas which in turns nurture dexterity skills, promote an early understanding of **visual literacy** skills and build confidence in their own ability to make a personal, creative response to a stimuli.

EYFS Seven Areas of Exploration		
What can we see?	How can we explore colour?	How can we build worlds?
How can we explore materials and marks?	How can we explore 3D materials?	How can we use our bodies to make art?
How can we use our imaginations?		

In Key Stage One and Key Stage Two, art is taught through **six art disciplines (drawing, collage, sketchbook, print making, sculpture and painting)**, each half term projects use one or more art disciplines and learning is centered around the experience of making art, thus taking a more holistic style. Our Art Pathway enables skills to be discreetly taught ensuring progression in Art but provides teacher the *freedom to design projects that capture the interests of their children*. Each project has a clear focus, associated artists, sculptures or designers and has clear links to other curriculum areas, giving children a breadth of art exploration allows for a rich appreciation of art in all its forms meaning art is contextualized. Time is prioritised to enable there to be a scaffolded conversation about art facilitated by the class teacher known as talking points.

Art projects are clearly structured (refer to Developing Progression in Art and Design through Skills and Techniques document) to allow children to **develop essential knowledge and skills**. In Key Stage One and Key Stage Two lessons follow the following structure to ensure consistency:



Throughout **all** projects, children’s evaluative and analytical skills are steadily developed. In **EYFS** children **talk** about their work and techniques used. In **Key Stage One** this develops to commenting on how their work could be **improved**. In **Key Stage Two** children evaluate their **own** and each **other’s** work, commenting on **effectiveness** and **accuracy** of key skills taught. In **Upper Key Stage Two**, children will have a greater understanding that the quality of art is subjective and linked to personal tastes.

Philosophy and Aims

We, at Spring Grove, are committed to develop the creative skills and knowledge of our children, enabling them to benefit from visual, tactile and sensory experiences that facilitate them in seeing and responding to the world around them in a unique way. Through art and design activities, our children learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. Our curriculum design explores ideas and meanings in the work of artists, craftspeople and designers. Our children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives. (The National Curriculum pg 116).

Our Art and Design curriculum:

- Fosters each individual child's creative ability and develops the technical skills necessary to bring them to their full potential
- Helps our children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- Develops confidence, value and pleasure in Art
- Develops our children's aesthetic awareness and enable them to make informed judgements about Art
- Allows our children to express their own ideas, feelings, thoughts and experiences
- Develops our children's design capability
- Develops our children's ability to value the contribution made by other artists, craftworkers and designers so they can respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures

Curriculum Organisation

To achieve our aims, Art and Design is taught each half term and our Art Pathway sets out a framework for skills development which ensures progression and continuity across all Key Stages. Units of work (Appendix 1) are taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials, other artists' work, educational visits, visiting artists and other resources through Information and Communication Technology.

An Art and Design skills map supports teacher's planning and ensures a development of skills and knowledge across year groups focusing on:

Drawing	Sculpture (To include sculpture, design and craft)	Collage
Painting	Print Making	Sketchbook (Exploring and developing ideas)

Art and Design will be looked at from different periods of history, cultures, and include male and female artists.

Teaching and Learning

Teachers of Art and Design will plan a range of activities in art which provide opportunities for our children to:

- Record responses, including observations
- Copy from examples to learn more about concept or techniques
- Sketch from observations of still life and forms
- Gather resources and materials using them to stimulate and develop ideas
- Review and modify their work as it progresses
- Develop knowledge and understanding of the work of artists, designers and architects, and taught how to apply knowledge of their technique to their own work
- Respond to and evaluate art and craft including their own and other's work
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work

Children with additional learning needs

The needs of children with Statemented Special Educational Needs, and those with a greater need for the development of fine motor control skills, will be met within the Art and Design Policy, Long Term Plan, Unit Plans and whole school aims. Activities undertaken are matched to each individual needs.

Differentiation

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply knowledge at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to individual ability to ensure that able children have more demanding tasks and less able children have barriers to their learning removed.

Differentiation may be in the form of:

- Task* – setting a variety of tasks that acknowledge the differences that exist in the group
- Outcome* – tasks are set that have a range of possible outcomes and pupils approach the task at a level, and in a way that suits them
- Support* – informal and intuitive (e.g. repeating and re-phrasing, extra examples) and the effective use of support staff
- Resource* – planning resources at different levels
- Process and structure* – clear objectives, stepped tasks and long term goals
- Content* – scaling the content and quantity for individual needs

N.B. Art Therapy may be used by the Behaviour Support Team, for certain individuals.

Sketchbooks

Every child has a sketch book which are the primary record of an individual child's effort and work in art. They will be used as an evidence base to support assessment and reporting purposes as well as monitoring of the teaching of art.

Teachers should ensure that the learning objective is clear to all children and is recorded in their sketchbooks with the work beneath. The date should also be recorded on the page.

Trips and Visits

Our aim is for our children to experience a number of school trips throughout their time at Spring Grove Primary School where the focus of learning is art. To develop children's understanding and appreciation of art, outcomes of these trips are typically best achieved by visiting national galleries and attending an accompanying workshop.

Assessment, Recording and Reporting

Assessment in Art will take place in a variety of ways, is ongoing and is the responsibility of the class teacher. These assessments will be an ongoing process and is supported by discussion and consultation between staff, guided by the art leader and specialist staff. Access Art provides 'I can' statements to check understanding. Assessment is holistic in Art and in this subject is reflected as growth, the use of small group discussions and 1:1 feedback supports the progress a child makes.

At the end of the academic year children's art sketchbooks are passed to the next class teacher to ensure smooth progression across year groups and Key Stages.

Gathering evidence of children's attainment is an integral part of assessment and teachers can obtain evidence in a number of ways.

Types of assessment				
Self assessment	Peer/group assessment		Teacher assessment	
Through				
Observation	Discussion	Written notes and evaluations	The visual outcome	
Evidence in the form of				
Observed behaviour	Discussion notes	Written documentation	Preparatory work and sketches	The visual outcome

The Art Leader monitors teaching and progress in art by:

- informal discussions with teachers, teaching assistants and children
- an annual resource audit
- assessing work and progress
- observing lessons

Impact

Evidence of our commitment to develop the creative skills and knowledge of our children will be evident in the six statements below:

- Children know more and can remember more, developing key skills that are transferable across the curriculum such as evaluation and critical thinking.
- Children can discuss key artists, designers and sculptors and their pieces of artwork sharing how they have inspired them and shaped the world we live in.
- Children understand that art is subjective and they produce work that demonstrates how they have drawn inspiration from key artists, artwork or texts, yet expressed themselves in their own way.
- Children develop competence in key skills and knowledge, which is evident in their work and through discussion.
- Children are proud and keen to share their work with others and can make links to other areas of the curriculum, for example; in History children could discuss how art is used as a source of evidence.
- Children think critically about their work and the work of others by evaluating their and others work.

Roles and responsibilities of the subject leader

- To ensure continuity and progression in the teaching and learning of Art and Design
- To support and guide the practice of teachers and support staff
- To produce action plans to support the School Development Plan, prepare bids and manage the Art budget effectively
- To monitor and evaluate the effectiveness of art teaching and learning
- To attend relevant INSET training, or arrange for teachers to attend
- To prepare and lead INSET
- To update documentation when necessary
- To provide stimulus and inspiration to enhance Art curriculum

Equal Opportunities

Art plays an important part of our school life. Children are able to enjoy and achieve. It must be available to every child and all children should take part in creative activities. All teaching and non-teaching staff at Spring Grove Primary school are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Headteacher and the Senior Management Team, but all staff are responsible for the day-to-day implementation of the Art and Design Policy in relation to equal opportunities.

Resources

General drawing and crayoning etc materials are held in all classrooms. General disposable art materials are ordered by the Art Leader , from the general stock funding, each term or as needed. Resources are constantly being built up and appeals are made to parents, when required, for recycled materials, fabrics and so on.

- The current specialist materials are stored centrally in the resource room
- Art appreciation materials are located in the large shelving unit
- The teachers' resources, replacement materials and shared resources are stored in the main stock cupboard
- Art materials should always be collected and returned by a member of staff.
- Requests for new or specialist materials should be made to the Art Leader
- The purchase is based on the Art budget, which the Art Leader bids for, in relation to the School's Improvement Plan, from the main school budget