



Knavesmire Primary School
Art and Design Policy
Revised January 2022

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Rationale

“Every child is an artist,” - Pablo Picasso

“The Arts” which embrace Visual Art and Design, Music, Drama, Creative Writing, Dance and Digital Media, e.g. film making and photography, lie centrally within our broad, balanced and creative Big Idea curriculum.

Through the elements of art, our intention is to deliver an arts curriculum which enables **every** child to reach their full potential. Solid foundations in considered skills development are implemented alongside research, investigation, design, experimentation, making and evaluating their own work and that of others with increasing sensitivity. This ‘can-do’ approach impacts in that it develops skills in critical thinking, imaginative risk taking, problem solving, an increasing confidence, the demonstration of leadership skills, a growing perseverance and resilience.

Aims

Despite our academy status and curriculum autonomy, we follow the National Curriculum’s programmes of study for Art, and aim to ensure that all children are able to:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- produce creative work, explore their ideas, record their experiences and celebrate success
- explore emotions, attitudes and meanings by experiencing a wide range of art forms
- analyse, present and evaluate creative works of their own and of others, making critical judgements using the language of art, craft and design
- study great artists, craft makers, designers and associated organisations globally, nationally and locally
- understand the historical and cultural development of art forms and the important role they play in society

Objectives

Objectives are implemented and met using a wide range of methods:

- provide opportunities to design and complete artworks in a wide range of art forms, combining, complementing and enhancing them imaginatively
- systematic teaching through demonstration, observation, participation, investigation and discussion to improve the ability to control materials, tools and techniques
- introduce a wide range of arts-specific vocabulary
- provide quality resources and time to explore them

- develop cross-curricular links using The Arts as a medium in order to support and enhance other subject areas, e.g. Literacy (book study), Numeracy (Tessellation - M.C. Escher), History (making artefacts) and help children to understand the breath of 'The Arts' by establishing links with all curriculum subjects
- create a climate in which children feel secure in communicating what they think and feel
- encourage children to work independently, in groups or as a class to promote cooperation and an awareness of their own and others' feelings
- gain insights into different viewpoints by providing opportunities for the children to respond to the work of others
- demonstrate that effective art knowledge and skills development - designing, creating and performing require technique, practise, control and resilience
- provide time for children to improvise, rehearse and refine, thereby improving their capability and the quality of their work
- encourage creativity through constructive support and feedback
- display work by every child to celebrate their creativity and achievement
- provide every child with opportunities to share, exhibit and perform to a varied range of audiences, e.g. with parents, the wider community and other organisations, in assemblies, festivals, concerts and end of year performances
- develop and maintain partnerships with other Arts related organisations
- attend performances and exhibitions of work by other artists and organisations
- provide opportunities to work alongside professional artists, in and out of school
- offer to all children opportunities to attend arts clubs in school time and out-of-hours, e.g. Arts Award Discover and Explore, dance, choir etc.

Management and Organisation

The Arts Lead monitors and reviews the arts throughout school alongside the individual arts subject coordinator for Music and through the Arts Team.

Collectively, they devise an annual action plan in response to pupil voice through Pupil Action Groups (PAGs), summative records completed by the class teachers and any areas identified as priorities on The School Development Plan.

Specific needs are identified and opportunities sought out to develop. The plan is reviewed termly by the Arts Lead and the Arts Team to ensure that provision has been completed as proposed and to consider additional opportunities for the following academic year.

Teaching and Planning

In the Foundation Stage, Key Stages 1 and 2, there are six key areas in which the children improve their visual art knowledge and skills: drawing, painting, printing, textiles/collage, sculpture (3D form) and digital media. Posters have been devised for each year group and guidance given to class teachers to ensure that there is continual progression in each area of coverage year on year.

Long Term plans are devised by each year group. The areas of Art and Design to be taught are mapped out across the year, and are allocated to specific Big Ideas. Although some deviation may occur, the intention remains to ensure that there is a progressive acquisition of skill across all key areas.

Inclusion

To ensure that every child has access to arts lessons and activities, a range of approaches are used:

- teaching staff model the skill
- whole class collaborations, e.g. drawing to music on large rolls of paper and collectively discussing the children's ideas, thoughts and feelings
- partner work in mixed abilities to ensure peer support is given where needed
- to raise self confidence, extra resources are provided to use as scaffolding and thus enabling a starting point.

Monitoring and Evaluation

Monitoring and evaluations of impact are measured through long-term teaching plans, pupil voice, annotated photographs, films and film clips which demonstrate examples of pupils' work and exemplify levels of achievement. Other methods include: displays, staged concerts and performances, parent open events, Big Idea portfolios and a Big Book which showcases Art and Design skill progression and Arts development as a whole school approach.

Assessment

Assessment relates to specified learning objectives and **can** take the form of:

- observations
- a sustained task carried out following the teaching of specific artistic styles and methods
- class exhibitions
- presentations
- whole class discussions and evaluations.

Displays

We believe that presenting the children's work attractively and effectively positively impacts on their self-esteem as it demonstrates recognition of their developing subject knowledge in relation to the Big Idea and raises an awareness of Art and Design as a subject.

Resources

The resourcing of high quality equipment and materials and the ease of access are the responsibility of the Arts Lead, who monitors stock demand alongside the planned Big Idea requirements by individual year groups through the central Art Store.

Teaching staff demonstrate the correct purpose and use of specific materials, tools and equipment and the children increasingly are expected to accept more responsibility in the appropriate selection and care of them. To be assured of consistency across school by teaching staff and the children, agreed procedures in using and caring for equipment contribute to a shared values approach.

People associated with our school and the local community, e.g. parents, carers, grandparents, other family members etc., regularly enhance the children's learning by sharing their specialist skills and expertise, helping children with research, sending in artefacts and supporting creative projects sent home as homework.

The use of natural materials to use as a stimulus for observation, creativity and imagination are used in our Forest School area.

Books to support learning about artists, designers, craftspeople and techniques are readily available to be borrowed from our School Library, coupled with a selection of posters and other visual supporting materials which are available at all times from our Art store. The internet is used by teaching staff to support the knowledge of techniques and the children to research artists, craftspeople and other arts organisations.

Funding

The management of the allocated Art budget is the responsibility of the Arts Lead, in consultation with the Head Teacher. In addition to the routine replacement of materials; specialised art materials and equipment are considered, sourced, trialled and evaluated to inform on future acquisitions.

Professional Development

Support is given by the Art Lead to colleagues by:

- providing a sufficient range of high quality materials and equipment
- being a source of reference and regularly informing of new developments through presentations, training and the provision of supporting resources in staff meetings
- giving guidance, help and advice on art knowledge, skill development, assessment and evidencing to support the teaching of art.