



# Art and Design Policy

*Maximum Effort for Maximum Achievement*

## 1. Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design.

## 2. Rationale

We believe the school can play an important role in helping children develop their visual communication skills in art and design, as well as helping to develop observation and speaking and listening skills.

Art and Design is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world.

## 3. Aims

The aim of this policy is to communicate clearly to staff, parents, governors, visitors and pupils how art is approached at the school.

We believe Art and Design Education is an entitlement for all pupils and plays an important part in each child's development including SMSC.

### Intent

At BJS, we intend to provide an ambitious Art curriculum that is broad and well-balanced, which follows the National Curriculum. High quality Art lessons will inspire pupils to think innovatively and develop creative understanding. Our mastery approach provides pupils with opportunities to apply their skills using a range of media and materials. Pupils learn the skills of drawing, painting, printing, collage, textiles and 3D work. Pupils will be introduced to a range of works, including British Values, and develop knowledge of the styles and vocabulary used by famous artists and crafts people in order to ensure that pupils have the cultural capital to be successful citizens. In Art, pupils are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection in Sketch Books. Pupils are encouraged to take risks, experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

### Implementation

Art units are planned half-termly and follow a sequence of exploration, skills development and innovation. As part of this planning process, teachers will consider the following

- ◆ Use of artistic vocabulary;
- ◆ Use of Sketch Books to record the sequence of lesson;
- ◆ A cycle of lessons for each subject, which carefully plans for the needs of all pupils, progression and depth;
- ◆ Challenge questions for pupils to apply their learning in a philosophical and open manner;
- ◆ Recording and critically examining the work of artists and craftspeople.
- ◆ Use of questioning, using the platform of Bloom's Taxonomy, to challenge pupils responses.
- ◆ A means to display and celebrate the pupils' artwork including gallery walks.
- ◆ Enriching the curriculum by inviting visitors into the school and also arranging numerous external visits.

In addition, teachers will have access to high quality CPD to ensure that they have strong subject knowledge.

### Impact

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. Pupils enjoy their learning and are enthused by the knowledge they gain. If pupils are keeping up with the curriculum, they are deemed to be making good or better progress. They will have developed a range of skills across different media and be able to use artistic vocabulary to make comments about their

work. Sketch Books will evidence the progression of their work and they will be able to recall and discuss the work of a range of artists and how their studies have affected their final artwork.

#### **4. Definition of the Art and Design Curriculum and content of that curriculum.**

The school takes a whole school approach to Art and Design Education. It defines Art as a foundation subject in the National Curriculum. The pupils' understanding and enjoyment of art, craft and design should be developed, where possible, through activities that bring together the statutory requirements.

At Key Stage 2,

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

#### **5. Role of the Subject Leader**

To develop the Art and Design policy throughout the school.

To monitor and evaluate progress in Art and Design.

To take responsibility for resources.

To keep up to date with developments in Art and Design Education.

#### **6. Equal Opportunities**

The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils an art curriculum that is relevant and differentiated so that all our pupils may reach their full potential and grow in self-esteem. More able pupils are identified and extended, SEND pupils are supported and EAL pupils benefit from relating learning to prior knowledge and experience.

#### **7. Assessment, recording and reporting**

Assessment will be undertaken twice per year and are formed using NC bands.

##### **Use of Sketchbooks**

Sketchbooks are used throughout the school to regularly record, collect and explore ideas. The sketchbook is an essential and personal record. Teachers will teach children when it is appropriate to use them and for what purposes. The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- a record of what has been seen;
- preparatory studies for further work;
- the development of ideas for further study;
- a record of the development of basic skills;
- photographs and other illustrative material to support ongoing work;
- colour schemes and trials;
- a record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;
- Prints and image manipulations.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and are evidence for assessment and reporting purposes.

### **Marking**

Marking is a combination of teacher, peer and self-marking. In line with school policy, teachers mark with a smiley face in purple and pupils peer mark on a Post-It.

Parents will receive an annual summative report of their son's or daughter's achievement in Art and Design.

### **8. Organisation**

The Art curriculum is organised as part of an integrated approach to learning wherein:

- Art and Design is taught as a mainly separate programme of study with clear links to other areas of study where appropriate.
- it is sometimes necessary to teach skills separately before they are used in topic work or to ensure progression through the art curriculum
- work in Art and Design is done through co-operative group work or individual work. Class teaching is used where appropriate
- there is no specialist teaching in art, it is taught by class teachers
- pupils with special needs and EAL are able to develop confidence and express their feelings in Art as it is a subject in which success does not depend on academic ability
- the emphasis in our teaching of Art and Design is on practical experience and we encourage children increasingly to take control of their own learning
- excellence in Art and Design is celebrated in display and performance including:
  - suitably mounted displays in classrooms and throughout the school
  - entry into competitions
  - presented at the annual Open Evening in the summer term
- pupils are encouraged to take responsibility for care and storage of resources
- each class is suitably equipped with materials and tools.

### **Mastery in Art at Buttsbury Junior School**

Effective mastery in Art is when all pupils, regardless of ability, are able to apply and adapt their knowledge and understanding to express themselves in a personal and innovative way.

Effective mastery in Art enables all pupils to think deeply about artwork and develop their visual vocabulary.

Open ended and higher order questioning during lessons ensures that pupils can reflect on spiritual and ethical issues when exploring art from other times and cultures. In addition, children ask their own deep thinking questions.

Pupils are encouraged to compare and contrast methods and styles from one artist/painting to another. Thus leading to self-expression and innovation.

Pupils are given opportunities to research, record and reflect upon their own work and evaluate/adapt over a period of time.

Pupils are encouraged to explore new techniques and develop precision in the use of a range of tools and techniques.

As a result of this, pupils have a deep understanding of the influences, style and inspiration of artists, designers and craftsmen from a range of times and cultures and can use this understanding to express themselves purposefully and creatively.

### **9. Working with parents**

The school is committed to working with parents and believes they play an important role in helping children develop in Art and Design.

### **10. Staff Training**

Staff will be encouraged to attend courses, review resources, mount exhibitions, liaise with the infant school and local secondary schools and up-date themselves on information and approaches to Art and Design in order to help improve and monitor the teaching of art. Staff INSET will be organised as appropriate.

### **11. Dissemination**

The policy is available on the school's website.

### **12. Monitoring the Art Education Policy**

The effectiveness of the school's approach to Art and Design is assessed throughout the year through lesson observations, planning and work scrutiny including ongoing records in Sketch Books, as well as pupil interviews and questionnaires.

### **13. Reviewing the Policy**

Policy Date: September 2020

Review Date: Autumn 2023