



At Ashfield Valley we care for and value every child in a nurturing, inclusive environment.

All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.

Art and Design Policy

Reviewed: September 2022

Date of next review:
September 2023

Rationale

This policy details the provision we make for the learning and teaching of Art and Design at our school and in particular:

- The importance the school attaches to teaching and learning opportunities in Art and Design as an entitlement to all its pupils.
- To provide support and reference to staff to ensure a consistency with both quality and approach.
- To highlight how the curriculum has been designed to ensure breadth, balance, continuity and progression in the outcomes of all subjects.
- The teaching and learning styles focused on to encourage our children to work artistically and develop creative and critical thinking.
- How we have organised the Art and Design curriculum, developed its outcomes and how this is monitored and assessed.
- How summative and formative assessment is used to assess the children's progress in and across key stages against objectives defined for individual subject outcomes.
- To emphasise that high quality teaching and learning of Art and Design is the responsibility of all staff.

Purpose

The purposes to this policy are to:

- Highlight the importance and value our school attaches to pupils learning Art and Design and to developing as young artists.
- Recognise and establish an entitlement to learning and teaching in Art and Design for all our pupils as a statutory educational requirement.
- Make explicit our expectations in terms of subject outcomes and performance for pupils in Art and Design as they progress through the school.
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of appropriate attitudes and values.
- Clarify how we will assess, record and communicate the performance of our pupils in Art and Design as they progress through the school.
- Outline the approach to learning and teaching Art and Design our school has adopted.

The value of Art and Design within our curriculum

Art and Design provides educational benefits that other subjects cannot; it creates creative and visual thinkers. Art and Design fosters creativity, imagination and confidence: skills that are transferable to every other subject on the school curriculum, and critically, are indispensable in a wide array of jobs.

We are preparing our children for the future by giving them these skills:

- **Imagination and creativity:** Art and Design allows children to explore and record their own creative and imaginative ideas. Children take their experiences and transform them through art.
- **Expression:** Art and Design allows children to express their feelings and ideas as a means of self-expression. Children may use art as a therapeutic exercise, expressing their concerns or ideas.
- **Visual thinking:** Pictures encourage us to think about and understand the world visually, instead of restricting learning and knowledge to words and numbers alone. Visual thinking is a skill used in a wide variety of professions, including the sciences as well as the arts.
- **Problem solving and analytical skills:** With practice, our children will learn that concentration and persistence will allow them to create pictures in a similar style to artists. They will learn problem-solving skills when trying out new styles.
- **Autonomy:** A child's art work is their own and has its own worth. It cannot be measured as right or wrong which gives the child the confidence to say what the picture is or represents.

Intent

Art and Design allows children to embody some of the highest forms of human creativity. At Ashfield Valley Primary School, we believe that high-quality Art lessons will inspire children to think creatively and spark their inventiveness. At Ashfield Valley Primary School, our Art and Design curriculum is one of ambition and creativity that equips them with the skills, concepts and knowledge essential for them to express their ideas and experiences. Our Art and Design curriculum gives our pupils the building blocks of what they need to know to have success and make progress in this subject. Our Art and Design curriculum provides our pupils with the building blocks of what they need to know to have success and make progress.

Art and Design allows children to articulate their thoughts and feelings about their artwork openly and can share their sketchbook work and encourage them to explain their choices using technical language. They will learn about a range of periods in Art history and know then technical terms relating to techniques and equipment. They will have the opportunities to visit galleries and also use the outdoors for creating art and use natural materials in their work. They will be curious about art from around the world and encourages to ask questions.

We achieve this by understanding what our children need to become well-rounded individuals. Being a small school in a close community, our children are predominantly of Asian heritage and some lack exposure of other cultures and ways of life. Therefore, we ensure that Art at Ashfield Valley Primary School exposes pupils to different cultures and ways of life. Pupils gain the skills needed to understand how Art and Design reflects and shapes our history and contributes to cultures, creativity and wealth of our nation.

Implementation

Our Art and Design curriculum delivers the EYFS Framework and statutory National Curriculum in Art and Design through a scheme developed within the school. We ensure it suits the individual needs of our pupils and gives them the basic skills of art and design to build confidence as they move through school. Ashfield Valley Primary School understands the importance of high- quality teaching and we achieve this through planned CPD sessions.

Our Art and Design curriculum develops our pupils' skills from unit to unit and year to year, ensuring that the basic skills in art are revisited and consolidated. Through this scheme of work, we are allowing our children to remember more and know more. We have a clear structure using the four areas of generating ideas, making, evaluating and knowledge. Our teachers develop an understanding of the formal elements of art, which are taught throughout school and revisited as pupil's progress through school. These are summarised as line, shape, form, tone, texture, pattern, colour and composition.

Through purposeful, imaginative and creative activities, pupils learn to take managed risks, trying out new ideas and new ways of working without fear of failure. They take part in activities that focus on the elements of art, but that are also imaginative and enjoyable.

Through high quality professional development, our teachers are confident to develop pupils' knowledge, skills and understanding when making and evaluating products. Pupils are given explicit teaching of the formal elements of art and skills to enable them to see and understand a new technique or process. They are then able to experiment creatively using these skills to produce their own piece of art.

EYFS

In the EYFS, we encourage creativity and exploration within art. We relate the pupil's creative development to the objectives set out in the Development Matters Framework, which underpin the curriculum planning for pupils aged three to five. Our EYFS team offers a range of artistic experiences that encourage our pupils to become creative and see a value in the subject. This is where the children are first exposed to the formal elements of Art. We develop pupils' understanding of the world, being imaginative and use a wide range of media and materials.

Pupils learn through first-hand experiences to:

- Experiment to create different textures.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts, and feelings.
- Understand that different media and materials can be combined to create new effects.
- Construct with a purpose in mind, using a variety of resources.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, form and function.

KS1

Within Key Stage 1, we ensure that our expectations enable all pupils to establish and begin to develop the key skills, knowledge and principals of working as an artist. In KS1, the children are explicitly taught the skills and knowledge using the seven elements of art. These are embedded within this key stage and through purposeful activities; the children use these elements to create pieces of art. Each year group in KS1 features a topic focussing on the explicit development of art, craft and design skills and on the elements of art: colour, form, line, shape, texture, tone and pattern. These skills will be applied and developed through further topics including landscapes, sculptures and the human form.

KS2

As the children move into KS2, our curriculum allows the pupils to build upon prior learning. Their knowledge content on the skills and elements of art are revisited to ensure that pupils know more and remember more. Pupils awareness is increased of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of artwork. Our children will have a better understanding the role of the subject within the history of human development, of design and innovation, and the creative and cultural industries.

SMSC

At Ashfield Valley Primary School, the teaching and development of SMSC is not a separate subject that is taught explicitly but an aspect of learning that should be present throughout the school in both its lessons and the behaviour from everyone in and around school. Art can provide a valuable tool to study the social, moral, spiritual and cultural aspects.

Spiritual development in Art

Our Art and Design curriculum allows our children to communicate their ideas, meanings and feelings through their artwork. Our pupils will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking and our pupils are not afraid to express themselves.

Moral development in Art

Throughout our curriculum, pupils will be encouraged to look at work that will often pose a moral question. This will encourage discussion and compassion when assessing other people's artwork. Our pupils will have mutual respect and consideration for each other's work.

Social development in Art

Our pupil's artwork is celebrated throughout school and is displayed with pride in many areas. Our art curriculum often requires all pupils to work in pairs or groups. We encourage collaboration and good communication during art lessons. Pupils discuss and research a range of artists and artwork, developing communication skills.

Cultural development in Art

Our Art curriculum at Ashfield Valley Primary School studies a range of cultures and civilisations from around the world. This allows our pupils to have a greater understanding of different lives and respect for cultures that are different from our own.

Inclusion, equality of opportunity and differentiation

Art forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with artistic learning and develop as young artists irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of art and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Art including those with special educational needs, those with disabilities and those identified as more able and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Connecting Art to other areas of the Curriculum

There are clear cross-curricular links throughout our art curriculum to other academic subjects, such as Mathematics and Science. These are embedded into art and design lessons using subject specific language when discussing the art and design skill or process. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Art and Design for each stage of learning.

Literacy is a key skill used throughout our Art and Design curriculum. Reading is used throughout when researching a specific artist or analysing pieces of art. We also develop visual literacy through a very focussed approach to looking at art. Like drawing, visual literacy is a key skill throughout. This supports children when writing descriptive texts about a place or a character

Impact-Expectations of outcomes

At Ashfield Valley Primary School, our pupils should enjoy and value Art and Design as a subject. They will understand WHY they are creating pieces of artwork and not just HOW. Our

pupils will understand and appreciate the value of Art in the context of history, personal wellbeing, the creative and cultural industries and its many career possibilities. Our curriculum also contributes to the children's personal development in creativity, independence, judgement and self-reflection. This will all be evident in their ability to confidently talk about their work and share their work through sketchbooks and displays.

Assessment and reporting

As all other areas of the curriculum, assessment is an integral part of the teaching process. A summative assessment of the pupils' knowledge and understanding is carried out at the end of each unit of work. This assessment is carried out against appropriate performance descriptors in the unit of work allowing the teacher to assess each pupil as whether they are working at or working towards the descriptors. This information is recorded in a class spreadsheet. The Art and Design lead carries out termly learning walks to ensure that the formal elements of art and skills show progression and are successfully developed from year group to year group. A display of work is produced from Nursery to Year 6 three times per year. The work produced in KS1 is evidenced in sketchbooks and in photographs. In KS2 the children's work is evidenced through sketchbooks that are taken into the next year group, which again reinforce the progression of knowledge and skills. Pupils also take part in pupil interviews with the Art and Design lead, which enables us to evaluate the impact of the teaching and learning of Art and Design. If pupils can recall specific details of their work then it has been effective.

Monitoring and Evaluation and the role of the subject leader

All teachers at our school are responsible for monitoring standards in Art but the Art subject leader, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the Art leader's leadership schedule. In summary, these include:

- Analysing samples of pupils' Art work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency.
- The moderation of teachers' planning once per term to monitor coverage and delivery of planned objectives.
- Lesson observations and learning walks to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils.
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum.
- Speaking to pupils about their Art and Design lessons and what they know and remember about the subject.
- The subject leader provides feedback to staff about the quality of Art being taught and leads a discussion on standards being achieved within the subject.
- The subject leader drafts and finalises an Art Action Plan which is informed by the School Development Plan.

The Art leader has the responsibility to take a lead in developing Art further across the school within the school's development plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the Art lead arising from targets identified in the school improvement plan.

To develop staff confidence and competence in teaching Art, the leader will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole School Development Plan together with the Art Action Plan.
- Identify and source staff training needs arising.
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated.
- Where necessary lead (or arrange) school-based professional development meetings for colleagues.