



Thornaby Church of England Primary School



Art and Design Policy

Intent

At Thornaby Church of England Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. We believe that high-quality Art lessons should engage, inspire and challenge children to think innovatively and develop creatively. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles and 3D work and are given the opportunity to explore, appreciate and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in details, representing how music may look in 'art' form, or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children 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 reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Aims:

The aims of Art and Design are:

- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To teach children to express their own ideas, feelings, thoughts and experiences
- To enable all children to have access to a varied range of high-quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To help 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

- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Implementation

At Thornaby Church of England Primary School the teaching and implementation of the Art Curriculum is based on the National Curriculum and linked to our topic scheme, following Cornerstones, to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered include printing based on topic work, such as the Egyptian writing, nature, fossil art, Stone Age jewellery making with clay, painting, developing ideas and choosing own resources and the work of famous artists throughout history and now. More detail can be found in our progressions of skills document or long-term plan.

The children's learning is further enhanced with Art Week or Art Days in school, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Impact

At our school, Art helps provide the children with fundamental skills they can apply to a variety of different activities and areas. Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. Children will become creative learners, who have developed knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and children will become confident at evaluating and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.

Curriculum

Following the National Curriculum and the Cornerstones scheme we adapt, the children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

Early Years

During the Early Years, young children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. The children are encouraged to develop their own creative ideas in all areas of

learning within the classroom and the outdoor environment. Children in the Early Years develop their "Expressive Arts and Design" skills through a cross curricular approach by following guidance within "Developmental Matters".

Key Stage 1

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity, experiences and the topic, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

Children explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent and develop their own ideas and feelings.

Children focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?' Children are taught the skills to appreciate and evaluate both their own work and the work of others by identifying strengths and also areas for future development.

Key Stage 2

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children develop their own ideas based upon artists, craftspeople and designers they have studied. They are encouraged to think creatively, to evaluate their own work and the work of others, including their peers.

Progression and Continuity

At Thornaby Church of England Primary School we use a progression of key skills document to ensure teaching and learning is progressive, consistent and challenging for every pupil. Our key aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that each lesson involves skills such as exploring, evaluating and developing work and ideas. We do this through a mixture of direct teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and to collaborate and develop ideas with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing. We understand that children have different abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Special Educational Needs

Planning for pupils with SEND is part of the planning process that we do for all pupils at Thornaby Church of England School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them but to also ensure they have access to a broad and balanced curriculum.

We strive hard to meet the needs of those pupils with special education needs and take reasonable steps to achieve this. To ensure our SEND children learn more effectively, it may be appropriate to plan smaller steps for them to achieve the learning goal, adapt the task through differentiation, alter the materials (such as less on the page, enlarged font, simple language etc), use a range of teaching styles or provide additional resources, materials or equipment. The modifications we make to each lesson depends on the SEND needs of the children and the intended learning outcome.

The SENCO is available to support staff with advice concerning any aspect of special educational needs including the provision or adaptations that need to be in place for SEND children

Art and Design Curriculum Planning

The Art and Design Curriculum is taught through a topic-based approach. We follow the Creative Cornerstones Curriculum and carefully plan to engage and excite our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Across school there will be focused Art week/days where teachers plan and teach art for a week based upon a media style or artist/crafts people. These days often create cross-curricular links to other subjects across school such as Philosophy, RE and Music. Art can then be used appropriately to support and extend teaching and learning activities in other curriculum subjects. This can be achieved through paintings, drawings, sculpture, collage, print making, digital media, textiles or other outcomes.

Assessment

Formative assessments are carried out daily and used to clarify learning and adapt teaching. These are done through mini plenaries and 'live' individual feedback as pupils work, by teachers and teaching assistants. Peer to peer feedback, discussion and reflection is used regularly as an essential part of learning. The Express stage of topic allows for the children to demonstrate their learning from the topic. Assessment activities are varied and can be a piece of writing, a quiz or a piece of practical work. Teachers may use evidence from discussions or written work to assess attainment. Children have the opportunity to reflect on their learning/self-assess at the end of the topic identifying what they have learnt throughout the topic.

Following the completion of these summative assessments a judgement is made as to whether pupils are working below, at or above the expected level. These are recorded on a whole school foundation assessment tracker. This enables subject leaders to easily monitor the work produced across school. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

Monitoring

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations. The art coordinator will carry out sketchbook and planning scrutinities throughout the year and verbal and written feedback is given to teachers. Roles and Responsibilities The subject is led by the coordinator and each year time is set aside to review standards and monitor curriculum provision with other members of staff. This ensures training and resources are up to date.

Resources

There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; a wider range of resources are kept centrally. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children, or visits planned when appropriate.