



# Art & Design Policy

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## ART & DESIGN POLICY

Heygarth Primary School  
2022-2023



'Learning and Achieving Together for Life.'

### OUR VISION

At Heygarth we envision that every child will explore and develop their creative skills using a wide range of media, materials and processes. We value the use of sketch books which help children develop their ideas and show progression they encourage the importance of experimentation, exploration and evaluating ideas in imaginative ways. We expect children to work on their own and to collaborate with others on two and three dimensional projects, on small and large scales. We enjoy using a cross-curricular approach, bringing topics to life and believe the local environment of the Wirral should be a focus point of our work. The use of Art Galleries, artists and art 'all around us' is used to inspire and enrich our curriculum. At Heygarth we want all children to be aware of 'the world we live in'. For them to understand the processes and skills involved in what they see on a daily basis. We want them to learn those skills in order for them to be able to express their own ideas independently through a range of styles, media and cultures.

Our classrooms, corridors and outside environment display their two dimensional and three-dimensional creative work, our children are confident artists with an imagination to match.

*"Before a child talks they sing. Before they write they draw. As soon as they stand they dance.*

*Art is fundamental to human expression".*

### Art Rationale at Heygarth

At Heygarth our art curriculum is a knowledge rich curriculum. Knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. In EYFS, children learn to experiment with colour, texture and design and explain their own processes. The curriculum is designed to build on this and to enable children to learn by making connections between the work of artists, architects and designers and their own work, which they evaluate and relate back to the works they have studied.

Units of work in the curriculum focus on the different *concepts in art* and different *types of art*. In this context *concepts in art* means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for

example realistic or abstract art. Different *types of art* means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Ancient Greek art and Australian aboriginal paintings).

The overall curriculum provides gradual progression in terms of *skills* (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to as diverse a range of materials as possible. The structure of the planning also provides for progression in terms of *process* in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art.

Use of sketch books is an important and key aspect of art at Heygarth. The child's sketchbook is a window into their observations, explorations, experimentation and thoughts about art, artists and craft workers as well as their opinions about their own and others work. At Heygarth we value this process as much as the finished product itself. Sketch books act as a journal to look back on past experimentation, techniques and medium that they have used and help children apply past knowledge when learning new skills and techniques. A child's sketch book will continue with them as they progress through the school.

Specific units and artists have been added to the curriculum to introduce more equality and cultural diversity. The range of artists and craft workers studied are varied ranging from traditional male 19<sup>th</sup> Century artists to 21<sup>st</sup> Century African female craft workers.

## **AIMS**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;

- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

### **The Content of our Curriculum**

Art and design is a foundation subject in the National Curriculum. At Heygarth Primary School we create our own Curriculum using a thematic approach with an aim to use our local area as a driver when applicable. We have adapted this curriculum to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work. In addition, we offer a cross-curricular approach to planning so that outcomes fit in with each year groups theme or topic.

### **EYFS**

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which comes under Expressive Arts and Design and consists of Exploring and Using Media and Materials and Being Imaginative. This underpins the curriculum planning for children aged three to five.

The children's learning includes art, music, singing, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses.

### **Planning and Delivery**

We carry out the curriculum planning in art and design in three phases: long term, medium-term and short-term. Our long-term plan maps outline the themes covered in each term during the key stage. Our art and design subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for monitoring and reviewing these plans.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. (see progression of skills document)

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/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, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate 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 ICT.

We recognise the fact that we have children of differing ability 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:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### Resources & Display

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources and children are encouraged to choose their own tools and equipment for a task, however, we keep the more specialised equipment in the Art and Design Technology area. Teacher resources such as books and posters are kept in this area or with the subject leader to distribute when needed.

We see display as an essential part of Art and Design. All children should have the opportunity to see their art work displayed as often as possible around school. This includes their classroom as well as communal areas around the school. New art projects are displayed termly in the main hall and corridors for the whole school and visitors to see.

### Contribution of art and design to teaching in other curriculum areas

#### English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work.

They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. In using the Power of reading scheme for English this allows us to use art to express opinions and to set scenes and inspire writing.

#### Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### Technology

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers. Other opportunities for children to integrate ICT into their Art and Design work are provided through the use of graphic design, computer control, and applications such as Excel, Word, Publisher and Power Point.

#### Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

#### 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 of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

#### Assessment and Monitoring

Teachers at Heygarth use assessment effectively to plan lessons that builds on individual pupils' prior knowledge and provide feedback that genuinely helps pupils to improve their work in art and design. Teachers provide feedback to all pupils in order to address misconceptions, or challenge.

Using the 'Balance' tool for assessment, teachers will make regular formative judgements, focusing on learning that has taken place and to plan next steps. Strengths and areas for development will be identified and addressed. At Heygarth we evaluate our own learning by frequent peer evaluations and class

evaluations to enable our pupils to reflect on their work and others and set realistic and challenging next steps for each other.

In EYFS, KS1 and KS2, assessment in art and design is ongoing and observations inform next steps planning. Evidence is collected throughout the year and it includes photographs, displays and or post-it notes annotations collated into their individual art sketch books.

Reports to parents on the attainment of their children are made verbally in the autumn and spring term and a written report is provided during the summer term.

### **Monitoring**

Monitoring teaching, pupil achievement and progress is essential and the outcomes of monitoring are used strategically to secure even better art work.

Monitoring and data analysis includes:

- Learning walks;
- Moderating assessment;
- Observing lessons;
- Planning;
- Pupil focus groups;
- Team meetings;
- Work scrutiny;
- Other ideas.

Monitoring of art teaching is carried out through lesson observations by the Art leader. The objective of the monitoring is to ensure Art & design is being taught well across the school. Observations focus primarily on the effective communication of artistic knowledge and skills. Specific areas can be chosen as the focus for example: use of medium, the use of art equipment, agreed in advance of the lesson. Following an observation, the class teacher receives feedback and a copy of the observation notes.

Art & design monitoring achieves the following:

- To gain insight into the quality of art teaching across the school;
- It gives class teachers the opportunity to review their own practice and discuss teaching art and design with a subject specialist;
- It gives the art leader an insight into areas of strengths, enabling good practice to be shared among colleagues;
- It allows resources to be audited and for the assessment of current and future resource requirements;

- It allows the art leader to set targets, demonstrating the school's commitment to self-evaluation and improvement of standards in art and design;
- It provides opportunities for bespoke support for areas of need.

### **Inclusion**

We recognise that supporting access to art for all pupils is crucial. The range of needs include those for whom language and communication difficulties are the result of sensory or physical impairment; for some, English may be an additional language requiring additional support; pupils may have a speech and language delay, impairments or disorders, specific learning difficulties as a result of dyslexia, dyspraxia or ADHD. Other difficulties in communication/interaction may have arisen from a disrupted education through illness or early childhood trauma.

At Heygarth we ensure that we are aware of barriers to learning and we endeavour to meet the needs of all pupils in our school.

Communicating ideas and understanding:

- Consider a variety of methods for communicating ideas;
- Adopt a multi-sensory approach;
- Try not to introduce more than one concept at a time;
- Consider how technical words are introduced;
- Enable opportunities to discuss ideas in pairs;
- Art work displayed to enhance well-being and build up self-esteem.

### **Equal Opportunities**

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

### **Health and Safety**

We have created our own health and safety document for art and design which encompasses the equipment and activities that may be used in the primary classroom. All staff are expected to be familiar with the contents and follow its guidance during planning each teaching unit. Relevant safety measures are identified in planning and additional risk assessments as required.

Staff ensure that pupils are made aware of the importance of safety rules during art activities.

The Local Authority subjects all mains-powered electrical equipment in school to regular safety checks.



### **Role of the Subject Leader**

At Heygarth the art and design leader uses research to keep up to date with developments in pedagogy within art. This helps to ensure that there is a deep understanding of the best ways to teach art to ensure that the subject is delivered to mastery. There is an understanding of progression in terms of childhood development which helps to build upon concepts into each phase of education. The leader can identify issues in art teaching and address through appropriate CPD for all staff. The art leader has a secure knowledge of, and is able to apply and model a range of, teaching methods suitable for teaching across all phases in school.

The art leader ensures that all pupils can develop their understanding of all the aspects of art, and learn the skills needed to work like an artist. The art lead ensures all teachers are confident in their teaching of art and that they can deliver a creative yet skilled based curriculum with access to the appropriate resources.

The art leader has developed a whole school vision for art & design through achieving Artsmark Silver and is currently working on achieving this level or above again which ensures that art is valued as an important foundation subject that builds skills across the curriculum.

### **Role of Governors**

The role of the link governor for art is based on trust, openness and transparency. They know the school well. They will support the monitoring of art, ask questions for clarification or explanation and challenge.

### **Conclusion**

It is the responsibility of all staff at Heygarth Primary School to share the love of art and to model the curiosity in their everyday lives.

Art & Design Policy written by: Shirley Connolly

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