



Art and Design Policy

Aims: Children enjoy art and become proficient in drawing, exploring ideas, evaluating and analysing. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Our curriculum 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. It gives children the appreciation and enjoyment of the visual arts.

Teaching Approaches: We follow the National Curriculum for teaching art and design which allows the children to experience the main areas of artistic study, to do this we follow Cornerstones schemes of work. Following Cornerstones offers countless opportunities for quality cross-curricular art, providing both an essential skills scheme and a vast array of artistic contexts for children to develop their on-going and natural creativity.

Art lessons are progressive and aimed at end of year expectations and sessions are structured to promote creativity and critical thinking. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Our teaching enables children to have opportunities to:

- Communicate their feelings
- Develop an idea or theme
- Experiment with elements of art, choosing appropriate media
- Modify their work
- Identify different types of art, craft and design
- Begin to identify the characteristics of art in a variety of genres
- Use imagination
- Relate artwork to other areas of the curriculum for example, creating stencils of art animals when learning about the art
- Design and present work

Differentiation and Challenge: In art and design lessons, tasks will be differentiated so that pupils are challenged appropriately to achieve successful outcomes. All children are able to experience success at their own levels. Children will develop resilience to having a perfect complete piece of artwork. Children who can show perseverance and natural confidence in their abilities will be challenged through their explanations, through their responses to an idea and through careful questioning from teachers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Growth Mindset: We promote creativity in art so that children can explore their ideas. We instil the idea that no work is right or wrong in art and that everyone's work is individual and unique. Children are encouraged to develop ideas in their sketch books which can be changed and modified throughout.

Art and Design Curriculum: We instil the core National Curriculum aims of a high-quality art and design education which should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Inclusion and Equal Opportunities: Our curriculum is fully inclusive and supports cultural diversity ensuring all children can succeed in art. When teaching Art & Design, teachers strive to ensure that they meet the needs of all pupils in their class.

Critique and analysing: Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas. They are encouraged to use art and design vocabulary which enhances their speaking and listening skills.

Planning in Art and Design: Art and design from Early Years to Year 6 is taught through planned half termly unit blocks, each with its own topic name which links to the main topic being studied in class. Art is taught weekly as a stand-alone lesson; every lesson builds on knowledge and skills from previous lessons. In Early Years children are given daily freedom to experiment with a range of media and materials and are taught to explore different techniques and drawing skills. Teachers model using the resources and specific skills required for lessons. Teachers find opportunities to widen children's experiences by accessing online workshops and planning gallery visits.

Health & Safety: School has its own generic risk assessment which can be found in the resources drive. This risk assessment is reviewed annually with South Tyneside's Health & Safety Department. There is also a risk assessment for Design and Technology.

How do we assess Art and Design? We assess children's work in Art while observing them working during lessons and through questioning and evaluation. Teachers base progress judgements against the learning objectives for the lesson. Feedback is given to the children during lessons, allowing the opportunity to develop and progress in future tasks. Children are also encouraged to assess and evaluate both their own work and that of other pupils. This helps the children to appreciate how they can improve their performance for the future. Children are assessed in line with age related expectations outlined in the National Curriculum. An annual assessment of progress for each child is made.

Homework in Art and Design: Teachers occasionally set art and design challenges or projects that link to classwork or as part of themed days e.g. to make your own costume for World Book Day.

Extra Curricula Art and Design: After school Environmental Art Club runs throughout the year for KS2 children.

Information and Communication Technology (ICT) in Art and Design: ICT enhances our teaching of Art, where appropriate, across all key stages. Children use software and skills from the Computing Curriculum to explore colour, shape and pattern in their work. iPads allow children to use the internet to find out more about the lives and works of famous artists and designers.

Resources in Art and Design: Children are provided with a variety of materials, tools, and resources for practical work. The resources are organised and kept centrally. They are maintained and updated annually. Sometimes other resources are required within lessons and are purchased by class teachers who are reimbursed for their purchases.

CPD in Art and Design: Where necessary subject leader will deliver information and share information from outside professionals and organisations.

Work and Presentation: Art and Design work is presented in different ways. Sketches and annotations are promoted in art. Children are encouraged to discuss drawings and images in their explanations. Work is completed using a variety of materials and evaluations are recorded in different ways.

Marking: Teachers will respond to misconceptions as a whole class using critiques. Pupils will also self-assess/peer mark. Teachers follow the whole school marking policy to mark work in art books.

Evaluation and Monitoring: Art is monitored through pupil voice questionnaires, teacher discussions, learning walks/drop-ins and art book/ work scrutinies.

School Governor Role in Art and Design: There is a link governor allocated for the oversight of art and design. Key documents/action plans are shared when updated and regular meetings are held with the link governor.