



BARMBY MOOR & GARTON ON THE WOLDS CE PRIMARY SCHOOLS

Policy for Art and Design



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets are challenging and achievable.

Introduction

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education 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. The study of Art and design develops pupils' ability to think critically and to understand how human creativity has contributed to and shaped the history and culture of our nation.

- National Curriculum 2013, Art and design programmes of study: KS1&2

INTENT

At Barmby Moor and Garton on the Wolds CE Primary Schools we value and are dedicated to the teaching of Art and design and intend to provide an arts-rich curriculum for our pupils. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see Art and design as a means to support learning in a range of ways; the skills that are developed in this subject can be transferred across the curriculum and thus aid learning.

IMPLEMENTATION

As a school and in accordance with the National Curriculum's expectations we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Art and design is taught in all year groups through at least one topic per term, with projects giving pupils opportunities to develop their artistic skills and imaginations. Where possible, we give children opportunities to participate in local Art and design competitions and festivals. All children develop their artistic skills using sketchbooks and a wide range of media.

IMPACT

Our children enjoy the self-expression that they experience in Art & design. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. Through Art and design, children are able to reach out into the community, with our pupils' artwork proudly displayed in local art competitions and in our church. Assessment of children's learning in Art and design is carried out using tracking grids, accompanied by an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge as required.

Art and design is also monitored by the subject leader throughout the year in the form of Art and design sketchbook monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Strategies for the teaching of Art and design

What is included in the study of Art and design?

The fundamental skills, knowledge and concepts of the subject are:

- Explore, develop and share ideas, experiences and imagination
- Design and make products
- Develop art and design techniques
- Learn about the work of artists, craftmakers, designers and architects
- Use sketchbooks

The National Curriculum prescribes that the breadth of study must ensure that pupils are offered opportunities to work in a variety of materials in two and three dimensions and with reference to a range of work by other artists and designers. Planning for Art and design at Garton on the Wolds and Barmby Moor CE Primary Schools endeavours to build in this range of opportunities whilst ensuring a progression in the acquirement of skills and understanding for all pupils.

With the support of the subject leader where necessary and with reference to the year group expectation documents, teachers develop their own medium-term planning from the LTP, where possible making meaningful links to the class theme.

Sketchbooks are used by pupils as a tool for pupils to collect, record, develop, modify and evaluate their work.

Cross-curricular links

The long-term planning of the Art and design curriculum incorporates cross-curricular links with other subjects, allowing for supportive learning.

Strategies for the delivery of Art and design

The timetable and teaching groups

The Art and design curriculum is organised on a subject basis wherein:

- Foundation Stage children access design learning through the Early Learning Goals, specifically *Expressive arts and design: Exploring and using media and materials* and *Being imaginative*
- A rolling programme in subsequent classes as required (dependent on single or mixed-year organisation)
- In Key Stage 1 and 2 it is timetabled for one afternoon session per week and is taught as a half-term block in rotation with Design and Technology
- The time available is allocated equally between the two subjects so that approximately one hour per week (on average) is spent on Art and design

Staffing

Design and Technology is allocated a subject co-ordinator whose role is to:

- Ensure progression and continuity in Art and design throughout the school, through monitoring and evaluation
- Support colleagues in their development of project planning and the implementation of the scheme of work
- Co-ordinate assessment, recording and reporting of achievement in Art and design and ensure it is made available to all relevant parties
- Keep up to date with developments in Art and design education and disseminate information to colleagues as appropriate
- Take responsibility for the purchase and organisation of central resources for Art and design

Art and design is taught by class teachers whose role is to:

- Liaise with the Subject co-ordinator
- Create medium and short-term plans for delivery of the subject
- Direct teaching assistants allocated to the subject
- Assess, record and report achievement in Art and design

Teaching Assistants are used in Art and design to assist:

- In the classroom, by preparing and clearing materials
- Supervising group activities under the guidance of the class teacher
- On outings and visits in support of the Art and design curriculum
- In providing other help such as demonstration of specialist skills

Strategies for ensuring progress and continuity

Planning

Planning for Art and design takes into consideration:

- The School Improvement Plan (SIP)
- The Long Term Plan
- The National Curriculum Assessment objectives and year group expectation documents
- Cross-curricular links for supportive learning
- The need to ensure a balance of experiences for all pupils across the curriculum cycle
- The need to build in progression across the key stages (see Progression of Skills document)
- Equality of opportunity for all pupils

Pupil progression

Progression is achieved by:

- Planning work that builds in a progression in experiences and opportunities for learning as set out in the Progression of Skills document
- Setting clear lesson by lesson objectives and encouraging pupils to evaluate their own progress against these objectives
- Differentiating work to allow progression by all
- Giving positive and constructive feedback to individuals through discussion, marking and feedback

Differentiation and inclusion

Lesson planning takes into account the special needs of individual pupils and they receive support from the class teacher and/or teaching assistant to undertake exercises or projects appropriate to their level of ability and to take an effective and valuable role in mixed ability, cooperative group work.

Pupils with special needs include:

- Pupils with learning difficulties who may need support with reading and writing but who may have well developed practical skills in designing and making
- Pupils who have difficulties with practical tasks who may need more support and extra opportunities for practice
- Pupils with particular ability and flair for Art and design who are extended through the use of additional or more demanding assignments and responsibilities

Art and design covers material areas traditionally seen as either a male or female preserve. At Garton on the Wolds & Barmby Moor Primary Schools, pupils are offered equal opportunity to design, make and evaluate products regardless of sex.

Homework is used to support Art and design through tasks such as:

- Research into artists, designers and craftspeople and their work
- Finding and selecting examples for display, discussion and example

Strategies for recording and reporting

Pupil achievement is judged according to the progression of skills statements. Assessment and achievement is recorded and reported as follows:

- As 'I can' statements to pupils using the year group expectation documents
- As teachers' judgments of A, B, C (exceeding expectations, meeting expectations, not yet meeting expectations), submitted for each project to the subject co-ordinator
- As an annual statement of achievement and progress in Art and design written as part of the annual report to parents
- Through discussion at parents' evenings
- Through mounted displays throughout the school
- As a presentation and display of work in assemblies and at other public occasions
- As a photographic record when published on the school's website
- Reported in the papers when achievement is part of a particular initiative or of specific interest

Strategies for the management of resources

Funding

Art and design receives an annual allocation of funds to be spent on central resources for Art and design. Resources required for each term should be identified by the class teacher and/or subject co-ordinator from the long-term plan and ordered in approximately one term in advance.

Where appropriate, resources will be requested from other sources such as parents, businesses and car boot sales, loaned from other schools or from local scrapstores. There is also opportunity for negotiation of some sharing of equipment and resources between Design and Technology and Art.

Resource management

Classroom resources in Art and design include:

- Basic drawing and writing media such as pencils, crayons, erasers, etc.
- Basic tools for measuring, cutting and sharpening
- Copy and lined paper
- Computers

Central resources in Art and design include:

- A variety of papers and card for drawing, painting and collage
- A variety of 2D media such as pastels, paints, inks, etc.
- A range of materials, tools and equipment for 3D construction such as clay, wire, mod-roc, etc.
- Materials and equipment for textile processes such as weaving and sewing
- Materials and equipment for printing processes

Use is made of the Schools Library service to borrow Project Books and of other services to borrow hands on examples of artefacts.

Computing

Computing is a resource used in Art and design for:

- Research
- Graphic design and desk top publishing
- Planning, designing and modelling using CAD

Visits and Visitors

Whilst visits to galleries and museums are utilised, visits are restricted by the rural location of the school and cost. Where appropriate, Art and design based visits will be made as a combined trip with other subject areas to achieve best value.

Visits to the school, from cultural groups and practising artists, provide more direct experience for pupils and can be one-off projects or built into a scheme of work.

Health and Safety

Health and Safety is of particular importance in Art and design. Electrical equipment is checked on a regular basis by Authority staff and tested by teaching staff before use by pupils. Tools and equipment are stored in strong and secure units away from the class and materials are stored and stacked with consideration to weight and balance. Pupils are taught safe usage of equipment and materials as appropriate to each project. All staff are

made aware of the School Health and Safety policy and the procedures for dealing with accidents. Each teacher is required to keep a risk assessment with Art and design planning, which has to be highlighted and dated according to the work undertaken each term.

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