

## ART AND DESIGN POLICY

### Introduction

Art and design stimulates creativity and imagination. As a school we believe in fostering an exploration of creativity. Through creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result. We provide the opportunity for every child to reach their full potential, giving all children the chance to excel, achieve objectives and produce pieces of work that they value and are proud of.

### Art and Design Curriculum Intent, Implementation and Impact Overview

At Saltersgate Junior School, we aim to provide an art and design curriculum that stimulates creativity and imagination.

We aim to provide opportunities for pupils to improve skills and knowledge necessary for them to express responses to ideas and experiences in a visual and tactile form. We aim to provide opportunities for pupils to reflect and acquire the ability to make informed, critical responses to their own work and that of others with increasing sensitivity.

Our curriculum closely follows the aims of the National Curriculum for Art and Design 2014. The national curriculum for Art and design aims to ensure that all pupils:

- are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- are taught to create sketch books to record their observations and use them to review and revisit ideas.
- are taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- are taught about great artists, architects and designers in history.

School has identified key intentions that drive our Art and Design curriculum. At Saltersgate Junior School our Art and Design curriculum intentions are:

Intent	Research Link	Implementation	Impact
<p>To build an Art and Design curriculum that allows for free expression through a variety of media. We aim to develop creativity within a progressive framework, allowing development of the child’s imagination and visual perception; giving opportunities to articulate and communicate ideas, opinions and feelings.</p> <p>We recognise the importance of developing art in its own right, as well as being a valuable tool within other areas of the curriculum.</p> <p>To design an Art and Design curriculum that will develop children’s critical abilities and their understanding of the visual elements and language of art and design.</p> <p>This is through the use of: -planning with the National Curriculum -subject specific content -appropriate connections to other curriculum areas</p>	<p>“An art education teaches a specific set of thinking skills not adequately addressed elsewhere in the curriculum. Children need a broad education that includes the arts, and the continued development of our society depends upon a creative education.” Dr Richard Jolley.</p> <p>The National Curriculum states: “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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. 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.”</p> <p>The Council for Learning Outside the Classroom indicates that good quality learning outside the classroom adds significant value to young people’s</p>	<p><b>* Knowledge Organisers</b> Emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by.</p> <p><b>* Key Vocabulary</b> The promotion of a language rich Art and design curriculum is essential to the successful acquisition of knowledge and understanding in Art and design.</p> <p><b>* Independent learning</b> In Art and Design children are encouraged to demonstrate freely their own creativity. Children should become confident to use their sketchbooks increasingly independently to research ideas, gain inspiration and try out different techniques. By the time children reach Year 6, children should be heavily independent and take charge of their own learning using their sketchbook as a vehicle to document their creative journey.</p> <p><b>* Displays</b> Art and Design displays will be present throughout school. They will reflect the</p>	<p>* Children will achieve age related expectations in Art and Design at the end of their cohort year.</p> <p>* Children will retain knowledge that is pertinent to art and design with a real life context.</p> <p>*Children will know more, remember more and understand more.</p> <p>* The pupil voice will represent an understanding of what art and design is and how they have applied this learning in a given context as part of a highlight task.</p> <p>* Children will develop a sense of pride in their work</p> <p>*Children will have increased confidence in the use of different media.</p> <p>* As Art and Design learners, children will embed lessons from art to influence the outcomes of their lives in the future.</p>

	<p>learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p> <p>Education Endowment Fund research indicates that by developing collaborative learning experiences with a high level of challenge, problem solving, reflection and discussions will enhance the ability of children to use the outdoors to conduct enquiry based learning. A successful approach will allow children to make an additional four month's progress.</p>	<p>children's sense of pride in their artwork and celebrate the children's achievements.</p> <p>Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practicing and developing skills in art lessons.</p> <p><b>* Educational Visits to enhance their cultural capital</b></p> <p>Where applicable links to art and design will be made to develop the children's topical learning.</p> <p><b>* Outdoor Learning opportunities with the curriculum</b></p> <p>Teaching and Learning should plan for outdoor learning opportunities within art and design lessons regularly. This may be using the school grounds, local area or wider community to apply and explore their subject specific task and use it for inspiration.</p> <p>A sketchbook should be kept close to hand whenever children are creating, learning and developing new ideas both inside and outside the classroom.</p> <p><b>*Assessment</b></p> <p>Class teachers will be responsible for assessment and recording of pupil's art</p>	
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		<p>capabilities and achievements using the progression of skills.</p> <p>Sketchbook development will have a high priority and be used to record: ideas, research about artists, skills development and reflections.</p> <p>Sketchbooks do not follow the school marking policy. Teachers should not mark directly in the book, to allow even more ownership for the children, as the sketchbook should belong to the child. Teachers should use one to one or small group discussion, where possible, to articulate content. Individual feedback and helping with direction (from staff or peers) should be given using post-it notes.</p> <p>Work is never rubbed out or thrown away, instead children review their practice through annotations and visual corrections - an instant way of showing and documenting any progress they have made.</p> <p>Children will self-assess their learning throughout the creative process.</p> <p>At the beginning and end of each school year, a whole school art project will be completed to draw from close observation to capture detail. This is to enable teachers to see clear progression throughout the year.</p>	
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		<p>Samples of children's art work will be collected and monitoring will take place regularly through sampling children's work, teacher planning and lesson observations.</p> <p><b>*Approaches to teaching</b> Key areas to consider are:</p> <ul style="list-style-type: none"><li>• gathering inspiration</li><li>• exploring art media</li><li>• developing understanding</li><li>• recording responses</li><li>• reviewing artwork</li><li>• making modifications</li><li>• evaluating</li></ul> <p>Every child from Year 3 to Year 6 has a sketchbook, which should be kept close to hand whenever children are creating, learning and developing new ideas both inside and outside the classroom. Sketch books should be used to gather, collect, experiment and reflect. They should be a place of discovery. Sketchbooks should be individual to each child and should demonstrate freely their own creativity. Every sketchbook should look different and be respected.</p> <p>Staff should join in with activities, where possible. This will promote the idea of self-directed learning as children see the staff learning too. Also staff are able to see more clearly how an activity could be developed.</p>	
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## Pedagogy

<p><b>In Art and Design, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Art and Design, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their literacy experiences in school:</b></p>				
<p><b>Teaching Sequence in Art and design</b></p>	<p><b>Big picture: Placing of the art skill being studied in context Gathering inspiration looking at light, textures, shapes, colour, reflections and think about emotions</b></p>	<p><b>Possible pedagogical approaches used in Art and design</b></p>	<p><b>Behaviourism</b></p>	<p><b>Direct teacher instruction; modelling of skills and techniques; demonstration</b></p>
	<p><b>Daily review: Brief review of learning covered in previous lesson/s</b></p>		<p><b>Constructivism</b></p>	<p><b>Inquiry-based learning; outdoor learning Explore different materials to create different effects.</b></p>
	<p><b>Specify key vocabulary to be used and its meaning</b></p>		<p><b>Social Constructivism</b></p>	<p><b>Teacher modelling; questioning; mix of individual, paired and group instruction</b></p>
	<p><b>Teacher modelling of new skills or concepts</b></p>		<p><b>Liberationism</b></p>	<p><b>Pupil-led learning; opportunities to showcase learning</b></p>
	<p><b>Children practise the new skill, exploring art media</b></p>		<p><b>Learning, working and talking like an 'artist'</b></p>	<p><b>Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist; high expectation of pupils researching, interpreting and presenting like an artist.</b></p>
	<p><b>Children communicate their artistic knowledge and responses and reviewing artwork</b></p>			
	<p><b>Make modifications Reflect on and evaluate their learning and compare with previous learning as appropriate</b></p>			

## **E-safeguarding**

The Art and Design policy and scheme of work adheres to the whole school E-safeguarding Policy.

### **Equal Opportunities**

Art and Design follows the school's Equality Policy.

All children have equal opportunities to reach their full potential across the art curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

### **Links to other Subjects**

At Saltergate Junior School, we use Art and Design to promote learning across many areas of the National Curriculum, including:

- \* The application of all basic skills (including Reading, Writing and Mathematics) within the art curriculum
  - \* The use of computing to explore shape, colour and pattern. Develop ideas by collecting digital visual information.
  - \* Citizenship, through moral, social and cultural development.
  - \* Developing language skills, through encouraging children to ask and answer questions about the starting points for their work.
  - \* Develop understanding of shape and space through work in two and three dimensions.
  - \* Developing knowledge when learning about artists from the past.
  - \* Looking at music and technology from the past as source of evidence.
- Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

### **Links to Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

Art lessons help children to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities. Children develop an understanding of different times and cultures through their work on artists, designers and craftspeople.

### **Organisation of Teaching**

Art and Design at Saltergate Junior School is taught through discrete lessons. Art skills, knowledge and attitudes are taught through a focus that lasts across a full term. Each year group has an artistic movement/artist focus.

## **Teaching Methods**

We use a variety of teaching methods at Saltersgate Junior School, in order to suit as much as possible the abilities and interests of our pupils.

These include:

- \* Demonstrations by the teacher and pupils
- \* Experiment with techniques/new skills
- \* Progression of individual skills
- \* Discussions and debate
- \* Questions and answers
- \* Individual and group investigations
- \* Television, radio, audio recording, video, film, internet and other computing resources
- \* Fieldwork, including visits to museums and historic sites

Throughout the school, art lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

## **Reasonable Adjustments in Art and Design**

The curriculum leader in art and design recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious art curriculum. Within the curriculum area of Art and design SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

## **Special Educational Needs**

Some children experience learning difficulties, which affect their progress in art. Class teachers inform the SENDCO and Inclusion Team if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

### **Access for all**

At Saltersgate Junior School we develop an inclusive curriculum. We believe art is a means of communication, not bound by written or spoken language, and enables all pupils to develop a capacity for self-expression.

- \* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's art skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.
- \* Responding to pupils' diverse learning needs: Art at Saltersgate is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.
- \* Art and Design at Saltersgate is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:
  - \* Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in art lessons.
  - \* Pupils' understanding being developed through the use of all available senses and experiences.
  - \* Aspects of the programmes of study that may present specific difficulties for individuals being identified.

In assessment, judgements allow for the provision described above.

### **High Achievers Children (GDS groups – Greater Depth of Study groups)**

GDS pupils who achieve highly in Art and Design will be supported and given opportunities to deepen their knowledge and skills through differentiation. The success criteria for key lessons will indicate how greater depth has been taught, or provide a challenge within the context of the lesson and how this can be demonstrated by the child in outcomes of work.

In assessment, judgements allow for the provision described above.

### **Planning**

From Y3 – Y6 the school uses a range of resources, developed in school, creating our own exciting and varied art lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met. Teachers also ensure that, wherever possible, lessons are linked with other areas of the curriculum and have a cross-curricular approach and support work done in other areas of the curriculum when topics allow close links.

## **Assessment**

Class teachers will be responsible for assessment and recording of pupil's art capabilities and achievements using the progression of skills.

Sketchbook development will have a high priority and be used to record: ideas, research about artists, skills development and reflections.

Sketchbooks do not follow the school marking policy. Teachers should not mark directly in the book, to allow even more ownership for the children, as the sketchbook should belong to the child. Teachers should use one to one or small group discussion, where possible, to articulate content. Individual feedback and helping with direction (from staff or peers) should be given using post-it notes.

Work is never rubbed out or thrown away, instead children review their practice through annotations and visual corrections - an instant way of showing and documenting any progress they have made.

Children will self-assess their learning throughout the creative process.

At the beginning and end of each school year, a whole school art project will be completed to draw from close observation to capture detail. This is to enable teachers to see clear progression throughout the year.

Samples of children's art work will be collected and monitoring will take place regularly through sampling children's work, teacher planning and lesson observations.

At the end of each full term, teachers judge children against age related expectations to be at, above or below expectations. This data is then analysed by the Art and Design subject leader.

## **Targets**

At Saltergate Junior School, we aim for the majority of pupils to be at age related expectations for Key stage 2 by the end of year 6

## **Responsibilities**

The role of the subject leader in art and design is to coordinate the teaching of Art and Design across all phases of the school. This is in order to secure high quality provision for every child, including outstanding teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the art subject leader should undertake over the course of the year include:

- Monitoring and effective feedback of sketchbooks

- Learning walks and other lesson observations with effective feedback given in a timely manner
- Planning and organising art enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff so that lessons are never less than good, and that most are outstanding in art
- Liaising with ELT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in art teaching

### **Staff Development**

Over the course of the academic year the art and design subject leader monitors and evaluates:

- \* The attainment and progress of pupils in art
- \* The pupils' response and attitude to art
- \* The quality of art teaching in school
- \* The quality of children's work in art

This is achieved through:

- \* Classroom observation of art, including learning walks, with written feedback
- \* Questioning of children during these observations
- \* Discussions with pupils
- \* Carrying out regular scrutiny of work, and feeding this scrutiny back to teachers.
- \* Looking at art learning displays in classrooms and corridors.
- \* Monitoring each teacher's art planning every term, as appropriate, and providing written feedback.
- \* Keeping all staff informed on changes that affect art in school.

## Subject Development

The art and design leader will:

- \* Ensure the subject of Art and design meets statutory requirements of the national curriculum.
- \* Continue to monitor the implementation of the art scheme of work and policy documents.
- \* Continue to monitor staff development, through classroom observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children's work.
- \* Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- \* Complete pupil discussions with pupils from a range of classes, on how literacy is delivered in our school.
- \* Monitor and evaluate the quality of art resources in school, and bring in new resources as appropriate.

For a detailed description of the development of art in the next academic year, please see the 2019 – 2020 School Development Plan.

## Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in art. We encourage and welcome all parents/carers to support and assist in whole school events. Parents and carers with specialist art skills are encouraged to approach the school with support and ideas or invited into school to support and enrich art and design at Saltersgate Junior school.

## Review

This policy is a live document, being constantly updated and it is the responsibility of the Art and Design Subject Leader to maintain this.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy

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