

Pensby Primary School



Art and Design Policy

Mrs K Brown- September 2020

RATIONALE:

Art and design embodies some of the highest forms of human creativity. An effective art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art and design. As they progress, pupils will develop critical thinking, and a better understanding of art and design. They will know how art and design has shaped our history, culture and nation.

The intent of Pensby Primary's art and design curriculum is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. We want pupils to develop critical thinking, and a better understanding of art and design. They will know how art and design has shaped our history, culture and nation.

AIMS:

Our curriculum aims to ensure that all pupils:

- A broad and balanced art and design curriculum that is inspiring and engaging;
- A clear path to enable them to see their progress across a range of art and design forms;
- An art and design curriculum that compliments other areas of the curriculum, whilst addressing the necessary knowledge and skills of the National Curriculum;
- The opportunity to be creative and expressive through their work;
- To ensure pupils learn about artists and designers that have influenced history and culture in Britain and abroad.

ORGANISATION & CONTENT OF THE CURRICULUM:

At Pensby Primary School, this element of the curriculum is taught using the KAPOW programme of work that follows The National Curriculum. Please refer to the intent statement and plans for details.

When appropriate, art and design lessons are taught as part of a half-termly theme of work, which links with other areas of curriculum: history, geography and design and technology etc. We recognise that sometimes art and design is best taught in discrete lessons so that the knowledge, skills and understanding of art and design can be taught effectively. Pupils will have opportunities to use a variety of resources and use our outdoor environment to inspire their work. Art and design has a progression map setting out the knowledge, skills, understanding, vocabulary and cultural capital opportunities for each year group. The progression map shows a coherent progression in expectations; all meeting the national curriculum programme of study for art and design. The Curriculum Overview for art and design sets out how the curriculum will be met throughout the school. This shows a cohesive and bespoke interpretation of the curriculum. Sculpture, painting and drawing are taught through a range of great artists and artwork, creating a familiar and progressively more challenging curriculum each year, culminating in year 6, with pupils expected to draw their knowledge, skills and understanding together to create artwork that carries a message.

EYFS

In EYFS, the children follow the EYFS framework. This addresses the art and design curriculum through the 4 key learning areas of Communication and Language, Understanding the World, Expressive Arts and Design and Literacy.

Key Stage One

At Key Stage One, the pupils study a range of lessons in:

Formal elements of art;
Art and design skills;

Sculpture and Collages;
Sculpture and multimedia;
Landscapes;
Human form.

Key Stage Two

At Key Stage two, the pupils study a range of lessons in:

Formal elements of art;
Art and design skills;
Prehistoric art;
Every picture tells a story;
Make my Voice Heard;
Photography;
Still Life;
Craft;
Sculpture;
Design for a purpose.

Sketchbooks

Pupils record some of their work in sketchbooks from Year 1 onwards. Specifically in years 1 and 2, teachers focus on 'training' pupils to use their sketchbook with respect and effectively. In years 3 to 6, pupils should be using their sketchbooks widely and building up their ideas.

INCLUSION & INTEGRATION:

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through shared and paired activities, the teaching of Art is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that Art is taught to all children, whatever their ability or individual needs.

LINKS WITH OTHER AREAS OF THE CURRICULUM:

The whole school also follows the Deeside Schools Coast 2 Country annual curriculum challenge and this incorporates a significant art and design element e.g. whole area art exhibition, performances etc. The art and design curriculum has close links with the history, RE, PSHE and Geography curricula, that follows the national curriculum.

MONITORING:

Governors, through the subject leader and headteacher, monitor coverage and impact of National Curriculum subjects and compliance with other statutory requirements through:

- Meeting with subject leaders.
- Monitoring books.
- Interviewing pupils.
- Scrutinising parent, staff and pupil surveys.
- Visiting the school to monitor the quality of teaching and audit the books.
- Professional dialogue with staff
- Conducting learning walks

ASSESSMENT & RECORDING:

Art monitoring across the school will take place 3 times a year (once per term). This will include:

- Meeting with subject leaders;
- Monitoring books;
- Interviewing pupils;
- Scrutinising parent, staff and pupil surveys;
- Visiting the school to monitor the quality of teaching and audit work;
- Professional dialogue with staff;
- Conducting learning walks;
- Pupils' development in Art is monitored by class teachers as part of our internal assessment systems and noted on Seesaw. Classroom Monitor is used throughout the school for recording progress and attainment.
- This policy will be reviewed by the Art subject Leader annually. At every review, the policy will be approved by the headteacher/Governors.

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgement at the end of each term against the art and design curriculum statements found on Classroom Monitor.

At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of pupils.

Appendix 1

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant assessment arrangements (Classroom Monitor).
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met.

- The school's procedures for assessment are followed.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year. The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.
- The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.
- Staff are confident in teaching their subject across the school.
- They will offer support, guidance and arrange training when needed. Resources to support teaching, learning and assessment are in place for their subject.
- They will lead the monitoring of their subject.

Policy Review

This policy will be reviewed annually.