



Pudsey Primrose Hill Primary School



A policy for teaching, learning and assessment in Art and Design.

Introduction – The Curriculum at Pudsey Primrose Hill

At Primrose Hill we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Primrose Hill we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. EYFS objectives, National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents. Subject specific 'Super Learning Days' provide additional opportunities for the whole school, from nursery to year 6, to focus together on one particular theme.

Enrichment afternoons in KS2 provide an opportunity for children to work in smaller groups and focus on those aspects of learning that benefit from smaller group teaching. These are reviewed regularly taking account of pupil voice.

The purpose of the art and design policy

This policy outlines the teaching and learning of art and design. All children will have the opportunity to undertake art and design throughout their time at Primrose Hill Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our art curriculum and planning reflects the progressive nature of such skills. Children are provided with opportunities to develop and build upon skills taught previously. Our school also provides real opportunities for children to express and appreciate their ideas, thoughts and feelings through a variety of two and three-dimensional media.

Aims

- To develop and stimulate children's imagination and creativity by providing a range of visual, tactile and sensory experiences.
- To develop children's aesthetic sensibilities and enable them to make informed judgements about art.
- To develop children's understanding of colour, form, texture and pattern. Provide particular activities that give children the ability and skills to realise their ideas in drawing, painting, sculpture and other craft techniques.
- To know about great artists, craft makers and designers and understand the historical and cultural development of their artwork.
- To develop skills in observation and analysis and critical responses to their own work and those of others.
- To become creative problem solvers as individuals and members of a team.
- To develop an ability to criticise constructively and evaluate their own learning and those of others.
- To help children develop an understanding of the ways people in the past and present have used different art techniques. To reflect on and evaluate such techniques, their uses and effects.

Objectives

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

Curriculum and school organisation

Art and design is a practical subject. When planning teaching and learning we ensure that there is a balance of knowledge and skills, by delivering both the National curriculum objectives and supplementary knowledge and skills applicable to our school context. We teach art knowledge and skills discretely and through our Curriculum themes, ensuring all children access all areas of the National Curriculum.

Expressive Arts and Design in EYFS promotes the development of children's confidence, experience, knowledge and skills across a wide range of media and materials. Developing imaginative thinking, creativity and exploration of colour, shape and form are all areas of focus.

Throughout school, a variety of teaching styles and methods are used as appropriate. These include small group, individual work and the use of enrichment afternoons in Key Stage Two.

To meet the requirements of the National Curriculum it is essential that each child has access to the following art and design activities;

- Drawing
- Painting
- Printmaking
- Collage
- Textiles
- Sculpture, 3D construction, using clay
- Digital Media

Through these, children will develop a wide range of art and design techniques (the elements of art) in using colour, pattern, line, shape, form, texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

Art and Design curriculum planning

Art and design is a foundation subject in the National Curriculum. Our school ensures programmes of study from the National Curriculum are planned and taught. At times our teaching goes beyond the National Curriculum to ensure the curriculum meets the needs of our pupils. Children have the opportunity to study the work of famous artists, including local artists, in order for them to acquire knowledge about the works of art they are best known for and the media they use to produce their art.

Our long-term plans, which are shared on the school web-site, gives an overview of the units of work which each child will be able to access throughout the academic year. We encourage the children to develop a sense of responsibility by following safe practices if relevant.

Planning for Expressive Art and Design in EYFS is linked to enhancements to provision inside and outdoors. These include construction areas, art areas, malleable materials areas and resources which support children in making resources to support their self-initiated play. Strong links with stories and real purposes support children in developing their ideas, reflecting upon and adapting their work.

Assessment

Assessing a child's level of knowledge and skills in art and design is a continuous process carried out throughout school. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work i.e. model, photographs, written work
2. Individual discussions with children.
3. Listening to children's ideas as they discuss between themselves during learning tasks.
4. Group discussions in both planning and reporting back sessions.
5. Assessing children's skills in Art and design.
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.
7. Observing children using different techniques, discussion and finished work.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. This is recorded by class teachers on Target Tracker and shared with the art and design subject leader.

Children throughout EYFS are assessed against the Expressive Arts and Design criteria identified in development matters. Judgements against the early learning goal are made by the end of EYFS.

Resources

Our school has a wide range of resources to support the teaching of art and design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the art store. Staff who require additional resources should contact the art and design leader who will organise the purchase of these, as appropriate, in line with the school improvement plan and budget.

Safety in art and design

All children are taught to use and look after equipment safely and correctly. Children are supported appropriately by adults when using cutting equipment. Children are covered with aprons when necessary e.g. whilst painting, using clay etc. Most art activities are undertaken in appropriate resource areas that have wipe-able surfaces and floors. The children are encouraged to tidy both themselves and the areas of work.

Remote Learning

Any child who is accessing Primrose Hill Remote Learning will receive a broad and balanced curriculum which mirrors that taught in school as much as possible. Art and design learning will be delivered through Google Classroom if this is on the long term plan to be taught at the time of remote learning. Teachers will also consider whether any of their other topics lend themselves to art and design opportunities e.g. if their history topic is the Romans, children might be set a task to design a Roman shield. Teachers will set at least one art lesson per week that will take 1 hour of learning time. These tasks may include:

1. Practicing the fundamentals of drawing (lessons could be pre recorded by teachers or videos could be sent home which have been selected from appropriate sources)
2. Expanding their knowledge of artists by researching online
3. Collages
4. Paintings (alternate paint ideas suggested e.g. painting with coffee, food colouring watercolours, paint made with spices)
5. Simple sculptures (with recipes for children to make their own homemade clay e.g. paper clay, salt dough)

All remote learning will provide children with access to high quality resources and materials such as work from a range of artists, videos and images to support knowledge and understanding. Children will receive feedback on their remote art and design learning through Google Classroom. Any child who is accessing remote learning will be included in all whole school, phase or year group events, such as super learning days, theme weeks or national or local projects. When children return to school, assessments (which may take the form of discussions with the children, reviewing their remote learning and using post topic assessments) will take place and teachers will plan to address any significant elements of missed learning (this might be through a topic day, intervention sessions using the topic knowledge organiser for revisit sessions).

EYFS - Children will be encouraged through a range of tasks to develop their creativity skills. These tasks will include opportunities for children to explore the wider arts to ensure they continue to access a broad and balanced curriculum. Some of the tasks may include:

1. Exploring, using and refining a variety of artistic effects to express their ideas and feelings
2. Watching and talking about dance and performance art, expressing their feelings and responses
3. Developing storylines in their pretend play
4. Exploring different materials freely, in order to develop their ideas about how to use them and what to make. Joining different materials and exploring different textures
5. Exploring colour and colour-mixing

Monitoring and evaluation of art and design throughout the school

The art and design subject leader takes an overview of standards and of the quality of teaching in art and design. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader gives the headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this art and design policy will be monitored by the curriculum leader.