



The Federation of Spixworth Schools

Art and Design Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Art and Design.

Art and Design at The Federation of Spixworth Schools will stimulate creativity and imagination. Children will use visual, tactile and sensory experiences to understand and respond to their world. Through our Art and Design curriculum children will explore ideas and meanings in the work of artists, including themselves and will be supported to develop an understanding, appreciation and enjoyment of the visual arts that will have the power to enrich their lives.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: Art and Design programmes of study: key stages 1 and 2

This policy operates in conjunction with the following school policies:

Curriculum Policy
Curriculum Risk Assessment
Equal Opportunities Policy
Marking and Feedback Policy
SEND Policy

Aims

The aims of The Federation of Spixworth Schools Art and Design curriculum are:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing and painting, sculpture and other art techniques.
- Can evaluate and analyse creative works using the language of art.
- Know about great artists and understand the historical and cultural development of their art forms.
- Enjoy an active involvement in art.
- Have the confidence and skills to communicate their ideas through their artwork.
- Have opportunities to experience a broad and balanced range of art activities and show progression within these.
- Become visually literate and able to identify and apply the key elements of art.
- Are given equal access to the experience of art, regardless of their gender, race or disability.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Expressive Art and Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Early Learning Goals

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. 16
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage One

Pupils will be taught:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.

Lower Key Stage Two (Years 3 and 4)

Pupils will be 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. Specifically, pupils will be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.
- Learn about great artists in history.
- To critique, evaluate and discuss the outcome of their own work and others against the set criteria

Upper Key Stage Two (Years 5 and 6)

Pupils will be encouraged to make their own choices in techniques and use of materials with the experience and knowledge of skills learned in lower KS2.

Specifically, pupils will be taught:

- Use a sketchbook to develop and select ideas confidently. Improve the quality of sketchbook with mixed media work and annotations.
- To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials and begin to develop their own style.

- To Talk about and compare artists, architects and designers throughout history showing understanding of the time period or movement in which they worked and what made it impressionable in history.
- To think critically about their art and design work by experimenting and predicting what might happen

Curriculum delivery

Throughout the federation, Art and Design is taught as a discreet lesson and as part of cross-curricular themes when appropriate.

Teaching and learning approaches

The schools use a variety of teaching and learning styles in art lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.

Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing artwork, and evaluating these.

The schools use a mixture of whole-class teaching, group work and individual activities.

Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers' ideas and treating these with respect.

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge by revisiting past knowledge and vocabulary.
- Promoting active learning through the I do, we do, you do approach.
- Inspiring, exciting and motivating pupils to know more.

Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Using focussed practical tasks to help pupils develop and evaluate artwork.
- Ensuring tasks are built on skills and understanding.
- Showing good examples of what a outcome could look like for children to visualise and base their ideas upon where appropriate.
- Review and revisit ideas where possible so that children can learn from redrafting and editing process.

The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

As part of art, pupils in KS1 are provided with a large exercise book with plain pages and then in KS2, they progress to use a sketchbook with specialist paper.

Pupils are encouraged to use their sketchbook as a place of practise, and to represent their thoughts and feelings through art and design.

Sketchbooks are used for:

- Practising understanding of vocabulary related to the area of learning. For example linking mark making to vocabulary smooth, short, long, hard, dark, light, cross-hatch etc.
- Practising certain skills and features and gathering information to use on larger pieces of work in class.
- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Developing ideas for future studies.
- Gathering information to give specific knowledge of how things are made or work.

Sketchbooks can be used as places to collect the following items:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps, etc.
- Samples of textures, fabrics and other materials
- Lists of resources that pupils may use to produce a larger piece of work
- Colour strips from colour mixing
- Evaluations by pupils of their own work and the work of other artists

Sketchbooks are an essential record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes. Displays of artwork are used to celebrate achievement, show progression and support teaching and learning.

The federation promotes displays of artwork in classrooms and around the schools to influence how pupils feel about their environment, convey standards and promote high expectations.

Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the schools and respond to pupils' interests.

Whole school displays reflect progression of Art through year groups.

Planning expectations

Planning of the art curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Evaluate and analyse their work and that of others using the language of art.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the schools.

The schools create long-term, medium-term and short-term plans for the delivery of the art curriculum – these are as follows:

- Long-term: includes the skills and progression related to topics studied in each term during the key stage

- Medium-term: includes the details of work studied each term, revisiting skills and learning new art vocabulary, outcome of work
- Short-term: includes the details of work studied during each lesson

Equipment and resources

The schools have a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

- The school libraries contains resources and topic books to support pupils' research.
- The federation budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms.
- Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the schools will provide for pupils who are unable to do this.
- Display units and walls are utilised and updated on a termly basis, in accordance with the area of art being taught at the time.
- At the start of each school year, the subject leader will work with the SLT to assess the school's art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

English

- Art enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils can use art when creating and drawing images and designs in their English work, e.g. when creating stories with pictures.
- Maths
- Art contributes to the teaching of maths by enhancing pupils' understanding of shape, space and measurement.

PSHE

- Art is used to encourage pupils to discuss their feelings about their own work, as well as their peers' work, and explain their work methods and approaches.
- Teaching art offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art helps pupils to develop respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.
- Computing
- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

Inclusion and equality of opportunity

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the Art and Design curriculum, such as providing enlarged text or visual formats to pupils with visual stress, or making resources available in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

Impact

Assessment and reporting

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Teachers will also assess pupils':

- Knowledge of tools, materials and equipment.
- Ability to record and communicate their design ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have created and how.
- Ability to use tools and materials safely and effectively.
- Ability to evaluate their work and the work of others.

Assessments will be recorded in the end of year reports to parents. A selection of work may be retained as evidence or photographed for this purpose. The majority of assessments will be conducted through observations and discussion.

Verbal reports will be provided at parents' evenings if this is an area of strength or equally if this is an area for further development.

Evidence of learning may be recorded on Tapestry for EYFS/KS1.

Staff training

All staff have access to training. This may include but is not limited to the Art lead:

- Remaining up-to-date with the latest developments in Art and Design through subscriptions to relevant journals, attendance at relevant courses, etc.
- Passing on any newly acquired knowledge/skills to staff members, where appropriate.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/Internal Standardisation – a comparison of children’s work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole-federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.

- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.