



## Southfields Primary - Art and Design Policy 2021-22

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Date policy written: January 2021

To be reviewed: Biennially

### STATUTORY REQUIREMENTS

Art and Design is a foundation subject in the National Curriculum. At Southfields School we use the national scheme of work and the milestones as the basis for our curriculum planning in art and design, which has been adapted to us as an inner city school with a multicultural ethos. The children will explore and experiment with many techniques, media and disciplines within the learning process. Each year group has the opportunity to delve into the disciplines of drawing, painting, textiles, sculpture, printing and mixed media.

The National Curriculum Art and design programmes of study: key stages 1 and 2 :

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.

The national curriculum for Art and Design aims 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.

### CURRICULUM STATEMENT

**At Southfields we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and to express their individual interests, thoughts and ideas. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed through our curriculum, which is designed to engage, inspire and**

**challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The art and design curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists, local, national and international.**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The objectives of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists,

## **IMPLEMENTATION**

### **Split into Key Stage 1 and 2**

In both Key Stage 1 and 2, children are given the opportunity to develop key concepts, skills and attitudes in Art throughout the key stages by encouraging them to explore a variety of different media, develop their fine motor control, their observational skills and their appreciation of the use of colour, pattern, texture, line, shape, space and form. The work of artists, craft makers, architects and designers, from other cultures and times enables the children to look with interest and understanding at a variety of creative expressions in 2D and 3D form and develop a positive approach towards equal opportunities in race, gender and ability.

Art is organised into a combination of topics across the key stages, linked where appropriate to other subjects to provide meaningful and purposeful opportunities to develop children's skills through a cross-curricular approach.

Both Key Stages produce Curriculum Overviews to ensure continuity and progression is achieved throughout the school. Children are taught through a combination of direct teaching, real experiences, use of teacher prepared materials, other artists, craft makers, architects and designers work, educational visits and media. Class teachers evaluate the planning and learning at the end of each teaching unit to inform future planning and assessments.

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. Children are given the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and we provide bespoke learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

## **EYFS**

Creative work in EYFS is encouraged, as this is part of the Foundation Stage of the National Curriculum. Children's creative development is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

At Southfields, a rich environment in which we encourage and value creativity is provided. Children are engaged in a wide range of activities, and their responses involve the various senses. The opportunity to work alongside artists and other adults is given. The activities that they take part in are imaginative and enjoyable.

## **CONTRIBUTION OF ART AND DESIGN TO TEACHING IN OTHER CURRICULUM AREAS**

Condense this section and include information about thematic links (History, Geography and Science).

### **ENGLISH**

Art and Design contributes to the teaching of English in our school through encouraging children to ask and answer questions about the starting points for their work. This is particularly important at Southfields owing to the number of pupils whose home language is not English. Teaching staff positively cultivate opportunities for fostering visual / language links.

### **MATHEMATICS**

Art and Design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. At Southfields we do this by exploring specific artists who use shape as the basis of their creations and we strive to explore and recreate this through a variety of media.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

Art and Design contributes to the teaching of Personal, Social and Health Education and Citizenship. Children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

The significance of the role of Art and Design in providing children with opportunities for self expression and the importance of this in raising self esteem is recognised.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The teaching of Art and Design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. Children learn to respect and work with each other and with adults, thus developing a better

understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople. This, where possible, will be linked to our schools GARK values – good listening, acceptance, respect and kindness.

## **ICT**

Information and Communication Technology enhances our teaching of Art and Design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

## **EQUAL OPPORTUNITIES AND INCLUSION**

Art and Design is taught to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention can be put in place to aid the effectiveness. This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.

We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

## **IMPACT**

## **ASSESSMENT FOR LEARNING**

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

The children's work is assessed and feedback given whilst observing and working with them during lessons by class teachers, TAs and peers. Progression and achievement is shown in the teacher's Medium Term Plans. At each assessment milestone, the class teacher completes class assessments which show who is working below expectations, meeting expectations and exceeding expectations and this is reviewed by the Art

Each year group keeps evidence of the children's work in a portfolio, folders and photographs. This demonstrates the expected level of achievement in art and design in each year of the school. Key Stage 2 children use individual sketch books which moves up with them through the school, to record their observations, develop their technical drawing, explore new tools and techniques and review and revisit ideas

**KS1 – sketchbooks, Art folders on the cloud...**

A wide range of resources are used to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, and more specialised equipment in the designated Art and Design cupboard.

## **RESOURCES AND DISPLAYS**

### **ROLE OF THE SUBJECT LEADER**

The Art Subject Leader monitors and evaluates Art throughout the school. They also keep up to date with current developments through attending courses and feedback, arrange opportunities for visits outside the school to enhance learning, advise teachers on the objectives for the next year and encourage staff and pupils creativity.

The Art subject leader will give the Curriculum leader a termly report in which s/he evaluates the strengths and weaknesses in Art and Design, and indicates areas for further improvement. The subject leader has specially-allocated regular management time, which s/he uses to review the Art and Design curriculum, monitor its implementation through teacher and pupil voice, advise staff, gather evidence of the children's work, and undertake lesson observations of Art and Design teaching across the school.

The Art Leader is responsible for managing and developing all resources for art by asking the class teachers to complete a resource and supplies order form every term. Advice and support is given by the Art Leader to the class teachers if required.

