



# **Ashton West End Primary Academy**

## **Art and Design Policy**

**Vision:**

In our multicultural and eco- friendly school, we celebrate differences and encourage mutual respect. We support each other and our community to work together and take pride in the things we do. We demonstrate perseverance, inclusion and respect. Everyone is welcome!

**Mission Statement:**

‘Today I am proud of my school, tomorrow my school will be proud of me.’

**Intent**

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
  - joint/team planning
  - discussion with colleagues, subject coordinators and SLT
  - Staff training at school
  - Team teaching lessons
  - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: September 2023)

**Aims and Objectives:**

The National curriculum aims for Art and Design are:

- 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

## EYFS

### **Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### **Key stage 2**

Pupils should 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, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

## **Teaching and Learning:**

At Ashton West End Primary Academy we seek to ensure that our teaching reflects the current National Curriculum requirements. Our aim is to achieve a balanced programme of Art and Design activities that builds on previous work and takes account of previous achievement.

Through Art and Design teaching we hope to encourage the natural abilities that every pupil possesses. We believe that it is important to ensure that whatever artistic ability a child is perceived to have, self confidence is maintained and that the children are aware that Art is about much more than technical competence, important though that is. Through active involvement with a wide variety of media and materials as possible, we at Ashton West End Primary Academy will try to foster every child's sensitivity to and understanding and enjoyment of art and design.

- The Art programme develops children's awareness of the environment, giving them opportunities to record their feelings and express their creative imagination
- Pupils should develop a visual vocabulary and understanding of the visual elements, appropriate to the individual's stage of development
- Pupils are given opportunities to use materials and media to acquire skills and develop artistic techniques
- Children are given critical abilities and understanding of their own art and that of others and their cultural heritage.
- Pupils develop socially through collaborative working
- Pupils are given the opportunity to learn about famous artists and their work

### **Foundation Stage,**

Within the foundation stage children are taught art through the early learning goals of Expressive art and design. Children are given the opportunity to develop skills to express themselves exploring media and materials and being imaginative. This mainly takes place in the continuous provision areas around the classroom.

### **Key Stage 1 and Key Stage 2**

Teachers throughout the school will need to plan around the scheme of work which is relevant to all their pupils. They are taught through a balance of different teaching methods. Pupils will be given the opportunities to learn through real experiences; teacher prepared materials, practical tasks for pupils, educational visits, arts packs and other resources such as working with a local artist.

They will also be given the opportunity to evaluate and respond to art and design.

- Children should be given the opportunity to work individually in groups and as a whole class.
- Art may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.
- When a new technique is being introduced it is sometimes desirable that a teacher should demonstrate the technique;

- Show a finished example - this could be something that another child has produced or that the teacher has produced. The latter is often a good idea so that the teacher can experience what the child has to do and so that they might foresee any pitfalls.

### **Curriculum Planning:**

We recognise that Art and Design is a subject in the National Curriculum. The school uses the National Curriculum aims and objectives for Art and Design as the basis for its curriculum planning. Our long-term school overview shows the coverage of the art and design aims and objectives for each year group. Using the national curriculum, subject leaders have created schemes of work to ensure coverage and to support teachers when creating medium term plans.

### **EYFS:**

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Within the Early Years Foundation Stage children are taught art through the early learning goals of Expressive art and design. Children are given the opportunity to develop skills to express themselves exploring media and materials and being imaginative. This mainly takes place in the continuous provision areas around the classroom.

### **Contribution to the other curriculum areas:**

#### **English**

Our Art and Design curriculum makes a positive contribution to the teaching of English in our school because it allows our children to develop and apply their skills in reading, writing, speaking and listening. In English lessons the children are given the opportunity to use their art skills to support their writing of settings and characters.

#### **Science**

Our children are given the opportunity to work with natural and man made resources when completing their art work, such as when investigating sculptures and materials. They are encouraged to discuss the differences between these and explain how they know. The children create pictorial representations of aspects of science such as the water cycle.

#### **Maths**

Our Art and Design curriculum contributes to the children's understanding of how to draw 2D and 3D shapes with some accuracy. The children also have the opportunity to create 2D and 3D objects when working with clay.

#### **History**

The children investigate the artwork and artefacts from different historical periods and create their own versions of these artworks, starting at Key Stage 2 with the Stone Age and progressing to creating

images of Viking symbols and patterns. They also investigate the work of different artists throughout history and can discuss the work of these people.

#### Geography

In this subject of the curriculum the children explore where artists came from and how they became important to society, for example the Year 4 children examine the work of Seurat, Dali and Kahlo.

#### Computing

There are programs used by EYFS and Key Stage 1 children where they can create pieces of art work that can be printed off for display. Children use their computing skills to research artists and artworks from different periods.

#### R.E.

Art and Design is used in the teaching of R.E. to often display signs and symbols of belief, places of worship and aspects of festivals.

#### PSHE and Citizenship

The Art and Design curriculum provides children with the opportunity to research and discuss how people have lived in other places and times and how their lives are different to how we live today. They can compare and contrast the differences between artists and their lives and make comparisons on how art work affected the people at that time.

#### **Inclusion:**

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in art and design lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the art and design curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

#### **Legislation and guidance:**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## **Assessment for learning**

### **Overview:**

At Ashton West End Primary Academy, we believe that assessment of pupils' progress in Art and Design is necessary if we are to meet our objectives of engaging pupils in programmes of activity which provide progression and continuity of learning.

Ongoing teacher assessment has always been an integral part of good practice and is used to inform future planning. Pupils in years 1-6 record the development of their knowledge, skills, observations, planning and evaluations in their art books once-per-week, over the course of three half terms. Progression between year groups should be clear. Teachers mark each completed piece of work and use the portfolio to assess whether a pupil has achieved expected standard. Furthermore, we also assess the children's progress using Target Tracker. As part of this process, teachers assess pupils' work against a series of statements that a pupil working at expected level will achieve. This process is repeated for each individual pupil.

## **Types of Assessment**

Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.

Summative – assessment of learning – records overall achievement of the child.

Diagnostic – identifies areas of strength and weakness.

Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

### **Formative Assessment**

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

### **Self-Assessment and Peer Assessment**

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive

criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps.

### Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or ‘gaps’ are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children’s understanding
- Engaging children in reviewing progress

### Assessment for Learning – Formative Assessments

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

### Assessment of Learning – Summative Assessments

At the end of a unit of work, summative assessments are made about each child’s achievements throughout the unit. These achievements are assessed against objectives from Target Tracker. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in Art and Design. This is reported to parents in the end of year report.

### Resources:

Each classroom has a selection of art and design resources, this includes a range of materials such as paint, paint brushes, paint pallets, water pots, PVA glue and spreaders. EYFS have, in their rooms, materials for their continuous provision areas as well.

Each Year group is provided with the resources that they require to teach art for the academic year. There is a cupboard in Key Stage 1 where other materials are kept, these include, chalk, pastels, charcoal, clay tools and boards, information on different artists.

The Art and Design stock cupboard contains art pencils, paint brushes, acrylic, fluorescent, metallic and skin tone paints, chalk, pastels, charcoal, clay tools and boards, information on different artists. Art straws, tissue and crepe paper are also located here. There are also boxes of collage materials in this storage space.

Other paper and card for art work is kept on the shelves on the Key Stage 1 hall

Resources are audited and updated on a regular basis for this subject to ensure availability.

### Roles and responsibilities:



**The governing board:** The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

**The Principal:** The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

**The subject leader:**

My role in this subject area is to ensure that the National Curriculum is being used in planning and progression is evident. The subject leader's role is to be available to support colleagues with their planning and ensuring they are aware of where all of the resources are that are available to them to deliver the subject effectively. This academic year, I will be teaching art in Key Stage 2 in order to implement and lead the new art curriculum.

**Monitoring and review:**

The subject leader will monitor teachers' long term plans to ensure that all of the Art and Design objectives are being covered. Lesson observations and lesson drop ins will be undertaken to ensure high-quality delivery and to ensure that the planning is being implemented in the classroom. Discussions with pupils about their work and their knowledge and understanding of the processes they have learned. Displays should reflect the children's achievements. Target tracker – reviewing that teachers are completing the relevant objectives for the children in this subject of the curriculum.

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