



Barley Fields
Primary School

Art and Design Policy

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Prepared by:	C Taylor / Art and Design Team
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Intent

At Barley Fields Primary School, we provide a rich, stimulating environment in which we encourage and value creativity. We have designed an Art curriculum which provides high-quality, sequenced and progressive teaching and learning and which includes opportunities for children to develop skills in drawing, painting, printing, collage, textiles, 3D work and digital art.

Our curriculum offers children opportunities to study a range of significant artists, architects and designers. It provides children with opportunities to use a wide range of media and allows them to develop a mastery of art and design techniques. Children have opportunities to work alongside professional Artists and engage in a variety of enrichment opportunities. Our staff have high expectations to nurture the next generation of artists and designers.

Roles and Responsibilities

The Art and Design leads in each key stage will be involved in:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the Art and Design curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Art and Design and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their Art and Design teaching and give support where appropriate
- Ensure that Art and Design maintains a strong profile within the school, through displays etc
- Keep a portfolio for Art and Design that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work
- Liaising with additional staff who run an extra-curricular Art and Design club/enrichment activities.

Teachers are:

- Responsible for planning and delivering the Art and Design curriculum in line with the school long term and medium-term schemes of work. This may be delegated to the PPA team or teaching enrichment staff.
- Delivering high quality and interactive teaching which facilitates progress in children's development of Artistic skills.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of Art and Design teaching and learning within the Interactive Floor Book for the year group

Implementation

Our children follow a carefully structured Art curriculum which is designed to ensure children know more and remember more as they progress through our school. Art and Design is loved by teachers and pupils across school and we have identified specialist teachers and a local artist who enrich the curriculum and support teachers to deliver the best lessons to our pupils. Our curriculum is taught across five skills led strands:

Art and Design Skills led strands of learning				
Painting	Printing and Collage	Drawing	3D Modelling & Sculpture	Digital Art and Media

The acquisition of skills and use of techniques in these areas is developed, embedded and applied through thematic topics and links to Artists and Architects. This approach allows children to use their art skills to reflect on and explore Art within a context. Our children have access to high quality art material and resources and the progressive use of sketch books underpins and evidences children's learning and development .

Visiting experts are employed to enhance the children's learning experience in Art and the school environment actively promotes the display and celebration of children's artwork.

Our Teaching Approach

Art is taught in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. We also regularly enrich our teaching with the support of an Artist in Residence who delivers sustained and specialist art teaching to classes across the academic year. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in Art and Design.

All teaching and learning in Art is designed to be practical and hands on and children have opportunities to use high quality resources and materials to support their learning.

In planning, the delivery of the curriculum will be differentiated to allow for children of all abilities.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

Early Years Foundation Stage

In the nursery and reception classes, Art and creative development is an integral part of the curriculum and is rooted across all areas of learning. Art teaching and provision allows children to experiment and explore a variety of techniques and work with a variety of media.

Key Stage 1

In Key Stage 1, children carefully explore a range of Art techniques and work in a variety of media. They have opportunities to explore the work of a variety of Artists and to create artwork linked to topics and themes. Children will begin to explore and develop an understanding colour and shape and begin use Art Sketch Books to develop their skills and ideas.

Key Stage 2

In Key Stage 2 children will continue to explore the work and styles of a range of Artists from different periods. This will scaffold the development of art skills and techniques. Opportunities to work with a range of media will be given and the use of Sketch Books to expand their ideas. Work with professional artists will enrich the art curriculum further.

Differentiation

At Barley Fields Primary children with a particular interest or aptitude in Art and Design can be given the opportunity to extend their education in a variety of ways such as joining Art Club. Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more artistically able child.

Resources

We have an extensive range of Art and Design materials and resources that are located in Key Stages and matched to curriculum objectives. Please contact Art Leads if you require anything additional.

Impact

By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in Art and Design curriculum plan.

Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book, Sketch Books and Art Display);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2

Monitoring and Evaluation

To monitor and evaluate Art and Design the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in Art and Design, co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on Art and Design resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for Art and Design.

Health and Safety

At Barley Fields Primary children are taught how to use Art and Design equipment in accordance with the health and safety guidelines.

Equal Opportunities

All children will be given equal access to Art and Design irrespective of race, gender and creed, level of ability or nationality. The Art and Design curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy Monitoring and review

The Art and Design leads report to the head teacher upon the progress of Art and Design in the school and the head teacher in turn, discusses Art and Design with school governors.

Any questions or concerns regarding this policy should be made to the Head Teacher