



Broad Heath Primary School

Introduction

Art and Design should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. Art is the process where children are given opportunities to develop specific skills, knowledge and understanding to enable them to work with a variety of media, style and form. All children should be reflective of their process and understand how to identify successes in their own and others work. Inspiration should be drawn from a variety of areas within the curriculum and work should evidently be influenced by a genre or artist. 'Each learner 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 Art and Design policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The National Curriculum 2014 is being followed by all years in the school. The implementation of the policy is the responsibility of all the teaching staff.

Rational and purpose

At Broad Heath Primary School, Art and Design has a significant and valuable role to play in the overall ethos of this culturally diverse school.

Art and Design is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work with a variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Art within the curriculum provides cultural enrichment to all, including those who are less confident; it creates a safe space to validate young people's creative abilities whilst fostering a sense of pride. Children work individually and within a group to develop the social and personal skills. Art and Design should not be taught in isolation, wherever appropriate, it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

Aims

The new national curriculum for art 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

Subject content 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

Art and Design Objectives

In their own work children should be able to:

- Show development in their ability to create images.
- Work with confidence in two and three dimensions and on a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide who they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Develop an increasing ability, analyse and record the world about them.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can imagine in sketchbooks, create and evaluate design ideas critically.

- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.
- Use art as a medium to give expression to their world.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Use of Art and Design Books

Art and Design books are used in KS1/2 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The art book is an essential and a visual/personal diary of what they have achieved and should show clear progression through skills taught within each topic. Children will be taught when to use their books appropriately, reflective skills will be instilled, and students will be encouraged to review prior content frequently. Learning journeys clearly labelled as art should be included for every topic. These must include key vocabulary and skills covered throughout the Topic.

Children should be encouraged to develop the habit of using their art book for:

- For recording, exploring and storing visual and other information. (making notes and selecting materials which can be used for reference)
- Observational drawings.
- For working out plans, ideas and designs.
- For reference as children work out ideas for their work.
- For looking back and reflecting on work, reviewing and noting progress.
- An ongoing record of their learning and what they are achieving, which children can use to further develop their ideas, skills and understanding.
- Children should develop a range of approaches to using their sketchbook.
- To keep a visual record of their responses and observations made from a range of first hand sources, e.g. Objects, plants, buildings, people. Children should practice their drawing skills on a regular basis, so that they can sustain concentration.
- To record a personal response to their experiences and the environment. A way of communicating ideas, feelings and interests.
- As an “ideas” book where they can explore possibilities and alternatives based on their own ideas and imagination. These will be individual and changing like the character of the child.
- To analyse the methods and techniques used by different artists, craftspeople and designers.
- For visual and annotated drawings and notes, including personal comments about artists and their work. They can study these in school or visit museums, art galleries and exhibitions.
- ICT prints and image manipulations.

Children should be challenged to use the following materials and techniques:

- A variety of drawing pencils and pens.
- Colour palettes of studies.
- A variety of chalks, charcoal, crayons, etc.
- Oil and chalk pastels.
- Variety of drawing and painting tools, such palette knives, not just brushes.
- Material samples, threads and yarns.
- Coloured paper, newspaper, tissue, sugar paper, etc.
- Pictures, photographs and other secondary sources. Magazines, newspapers, Internet sources, computer generated samples.
- Coloured inks and a variety of brushes.
- Photocopiable resources. For presentation etc.
- From observation, imagination and experience using their sketchbooks where appropriate;
- At different scales and on different surfaces;
- In 2D and 3D dimensions using different media, for example wire, wool and clay, as well as traditional media;
- For different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

In the Foundation Stage the classes will be using their Topic books that reflects records of the skills development, experiences and investigations of groups of children or the whole class in line with EYFS. Children will be encouraged to use these books as their own reference material to track their development in the academic year.

In KS1 children will use a similar art books for art ideas and work. In KS2 children will use a year and key stage and will be seen as evidence for assessment and reporting purposes on a termly basis

Teaching and Learning Strategies

Art is an activity that needs the teacher to be directly involved with the children. In the lesson an educator should be used to: set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest, i.e. Coventry Cathedral, Herbert Art Gallery, Motor Museum, Partnership Centre (Victorians).
- Clearly identify whether the art activities are exclusively art or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore focussing upon art skills.
- Special educational needs children need to be catered for in the planning of the programme. In this subject, these children have their confidence raised and their self-esteem.
- Develop clear links between art and design technology to provide opportunity to develop the children's I.T. capabilities. Software used Splosh, Paintbrush, Granada

Colours and Creative Writer. Also iPads and iPods can be used to manipulate graphics.

- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as a whole class when required.

Matching tasks to pupils' abilities

Teaching in Art should address:

- That all the children will develop their ability to make images and to learn and apply skills at different rates.
- Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability.
- Individual children will be supported by relevant questions from the teacher.
- Key Vocabulary and sentence starters should be supplied to aide children when reflecting.

Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Organisation and Management

The key Stage plans are based on the recommendations in the final Dearing report on the National Curriculum and meet statutory orders for art, craft and design. Time allocations are as follows:

Year 1 and 2	-	36 hours each year
Year 3, 4, 5 and 6	-	45 hours each year

This equates to a minimum of 1 hour a week or the equivalent. The acquisition of skills and learning in art is best scheduled on a weekly basis. In Early Years the study of art will be included within the areas of learning; Expressive Arts and Design, Understanding the World and Physical Development.

Role of the Co-ordinator

- Produce the Art Policy and the Key Stage plans that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching, Learning and art books.

Role of the class teacher in Art

Class teacher is responsible for:

- Teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art.

- Evaluating their schemes of work and for appropriately resourcing the art activities.
- Displaying the artwork produced by all children in an appealing way so as to enhance the learning environment. Displays should reflect the schemes of work and current. Art work and should have clear descriptions about the work and who has made it.
- Is there a balance between the aspects of the programs of study across the units planned for each key stage, e.g. design process, making process, scientific and technological aspects visual/aesthetic/sensory aspects, communication/modeling/clarification of ideas, and moral/social/cultural/economic/ethical aspects

Health and Safety

The school is responsible for teaching Art in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and Art Co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media. All Art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head Teacher.

Cross curricular learning

Schemes of work are planned to harness learning opportunities from across the curriculum. Each scheme makes reference to these links. The nature of Art teaching should not be 'watered down' as a result of this. The use of appropriate teaching and learning strategies should enable pupils learning and encourage creative thinking and imaginative ways of working.

Annual Art Programme

The school has a planned annual calendar marking key events and performances. Visits to galleries, exhibition and workshops are encouraged to enhance learning. Displays are regularly updated and reflect the work of the pupils throughout the year. Arts weeks are planned to give opportunity for all children and staff to partake in a focussed and shared approach with training and artist led learning.

Monitoring and Evaluation

The Art Co-ordinator and Senior Management are responsible for observing practice and monitoring the quality and impact of art teaching and learning. The art, craft and design development plan is reviewed with the Deputy Head Teacher and recommendations for development are recorded as part of the ongoing school self evaluation programme. Training events are held within the staff-training programme or as part of staff meetings. These events are informed by the monitoring of teaching and learning, local and national initiatives. The school art policy is reviewed and approved by the governing body.

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