



Eversley Primary School
Policy for Art and Design
(See also *Eversley Primary School Arts Policy*)



Introduction

At Eversley Primary School we inspire children to think innovatively and develop a creative procedural understanding. Children are immersed in the subject, building their cultural capital, as a medium for the celebration of culture and diversity. We aim to 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 and are given opportunities to develop their ideas, self-esteem and break through creative barriers.

Our aim is for all children to leave Eversley Primary School with the skills, confidence, knowledge and enthusiasm to fully immerse themselves in the creative process, leaving them confident to take risks and continue to progress and achieve their full potential.

Pupils reflect on how these have shaped the history, culture, creativity and wealth of our nation and are appropriately challenged to equip them with the knowledge and skills necessary to experiment and create their own arts, crafts and designs.

Aims and Objectives

Our objectives in the teaching 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 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, craftspeople and designers.

Organisation

In each year group Art and Design is taught in mixed ability classes. — Differentiation is achieved largely by outcome, through support or by task. — Although Art and Design is to be timetabled weekly, teachers are encouraged to use curriculum time with flexibility, which may involve blocking time where appropriate. — Where this is the case, there should be additional weekly opportunities for drawing and other art activities.

Planning Procedures

Art is a foundation subject, which is taught as a subject in its own right; however, by its nature it supports and enhances subjects across the curriculum. — We plan the activities in Art and Design so that they build on the children's prior learning and prepare them for learning in future year groups. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge and development of skills as children move up through the school.

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- Long-term Planning - Our long-term plan maps out the themes and key skills and objectives covered in each term during the key stage. Our curriculum is supported by 'Kapow Primary', a scheme written by experts in the field of art, designed to ensure all children have the opportunity to meet National Curriculum end of key stage attainment targets, through enjoyable and practical lessons.
- Medium-term Planning - Our medium-term plans, which we have adopted from the Qualifications and Curriculum Authority (QCA) national scheme and Lewisham County Council scheme, give details of each unit of work for each term alongside our termly knowledge organisers. These are constantly evaluated and adapted and define what we will teach, ensuring an appropriate balance and distribution of work across each term.
- Short-term Planning - this is the responsibility of individual teachers who build on the medium-term plan by taking into account the needs of their children and identifying ways in which ideas might be taught.— In all year groups, Art and Design lessons are taught weekly, The lessons taught are practical in nature and encourage experimental and exploratory learning, with the children documenting their ideas through the use of art journals. Lesson objectives and steps to success are clearly outlined for the children and lessons are scaffolded to ensure that all children have the opportunity to succeed in their learning. The high quality of work evident in the children's Art and Design journals reflect the value and importance we place on Art and Design at Eversley Primary School.

In addition to this, each year group also carries out artist studies within each unit, studying a range of artists and comparing them within that genre of art. Each unit of work has its own tailor made Knowledge Organiser. The first lesson of each academic year, is based on creating a 'title page' which should be a self portrait and should also include, somewhere on the page, the year group that the child is beginning. Art journals are taken up to new classes with the children and when they receive a new journal, they should stick a copy of the Eversley 'Welcome to your art journal' page into the front cover. This sheet gives children a simple description of what their art journal is, and how they can use it. Teachers should spend a few minutes discussing this with the children and show 'what a good one looks like' in terms of sketch book work.

Art Journals

Each child has an Art Journal, which they take with them from year group to year group.— We encourage children to use their journals as a visual diary to:

- record, explore and store visual information;
- work out ideas, plans and designs;
- use for reference, as they develop ideas for their work;
- look back at and reflect on their work, reviewing and identifying progress;
- use as an ongoing record of their learning and achievement which they can use to further develop their ideas, skills and understanding

Teaching and Learning

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 with a view to fostering creativity. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this 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. We give children 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 Information Communication and Technology (ICT).

Art and Design and ICT

ICT 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, video cameras, iPads and scanners. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

Early Years Foundation Stage

We encourage creative work in the Reception classroom, as this is part of the Early Years Foundation Stage of the National Curriculum (expressive arts and design, which includes; Imagination & Creativity, Self-Expression & Communicating Through Arts). The 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. 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.

Resources

Large and less frequently used art materials and equipment are kept centrally in the training room, a range of A1 size prints can also be found in the cleaners' cupboard opposite Kingfisher class. All classrooms have any other resources that they need for their units of work, but we keep the more specialised equipment in the Art and Design store. This room is accessible to children only under adult supervision.

Artists in school and art visits

We view artists in school and visits to galleries and museums as an invaluable art resource.— We therefore plan opportunities for all children to visit a gallery or work with an artist in school once a year during the Art Spotlight half term. Any year groups who may be unable to attend a gallery in person, are encouraged to attend a virtual gallery, including virtually travelling on a coach and having snack on arrival.

Monitoring and Review

The subject leader has responsibility for monitoring Art and Design in the school. This role involves:

- evaluating and prioritising the school plan for Art and Design
- monitoring planning, checking for coverage and progression
- carrying out work sampling and an annual work scrutiny in the form of a learning walk and pupil interviews

An electronic 'portfolio' of examples of work produced and the process used to reach the final piece is also kept in staff shared; entitled 'Year on Year Coverage'. This is created with a view to further ensuring progressive teaching and learning and

enabling children to build on skills taught year on year. There are also staff evaluations for each of the units taught.

Assessment

- We assess the children's work in Art and Design while observing them working during lessons.
- Any comments made regarding children's work in journals should be made on post-its and not written on their work.
- Peer evaluation in the form of gallery walks around the classroom and peer critique within lessons is strongly and actively encouraged as a further form of assessment.

- The learning outcomes in each unit are used to assess what the children have learnt, and the work produced serves as a record of their progress and development.—The end of unit expectations are used to identify those children developing or extending beyond expectations for their year group. From these assessments, teachers are then able to make a judgement against the National Curriculum expectations. The teacher records the skill progression that each child has made, and then uses this information to plan future work. Attainment and progress in Art and Design are reported to parents annually as part of their individual report.

- 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.

- Annual ~~whole-whole~~-school work sampling helps to assess progression of observational drawing throughout both key stages, using draft assessment criteria.

Going forward, this policy will be reviewed at least every two years.