

# ART AND DESIGN POLICY

September 2020



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Reviewed and approved by: Exec Team

Date of approval: Sep 2021

Date of next review: June 2023

## Linked Policies

This is the *Art and Design* policy for Somerville Primary School. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

*“Art, craft and design embody some of the highest forms of human creativity. 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.”*

National Curriculum 2014

#### ART AND DESIGN INTENT AT SOMERVILLE

At Somerville Primary School we believe that Art and Design plays a key role in the development of our pupil’s imagination and creativity. We aim for our curriculum to provide a broad range of experiences which will enable our pupils to communicate their feelings, thoughts and visions through visual, tactile and sensory experiences. Every pupil in our school will be encouraged to reach their full potential in Art and Design through exploration, making, research, making practical decisions and through the evaluation of their own artwork and artwork created by others. Our Art and Design curriculum aims to broaden the education of our pupils through the exploration of various cultures. Throughout their time at our school, pupils will have opportunities to link Art & Design to cultural and community events as they occur. Our pupils will also take part in whole school themed art weeks/days each year.

#### *The Somerville Art and Design Curriculum is designed to:-*

- **Engage, inspire and challenge** our pupils.
- Ensure **breadth and depth** of learning, equipping our pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Be **progressive** across the school from F2-Y6.
- Enable pupils to **produce** creative work, **explore** their ideas and **record** their experiences.
- Develop pupils’ **proficiency** in drawing, painting, sculpture and other art, craft and design techniques.
- Encourage our pupils to **evaluate, analyse** and **think critically** and develop a more rigorous understanding of art and design.
- **Develop pupils’ understanding** of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Develop pupils’ **vocabulary** using the language of art, craft and design.
- Encourage our pupils to develop **interests and passions**.
- Ensure **timely targeted support** as and when needed.
- Ensure **clear progress** is made by each child from entry into FS2 to exit in Year 6.

## CURRICULUM IMPLEMENTATION AT SOMERVILLE

### Approach to Teaching and Learning and Pedagogy

Our approach to teaching and learning ensures that our Art and Design lessons build on prior learning and provide sufficient opportunity to build 'sticky' knowledge across the school that has been carefully planned. Our new curriculum allows teachers' knowledge and expertise in art and design to develop over time. Subject leaders attend updates and training and provide support and signpost teaching/support staff to CPD opportunities.

Each half term or term (dependent on year group), Art and Design will be delivered in a block allowing the children to work through a project. Somerville is committed to high quality teaching of the 'arts' and secured the Artsmark Gold Award in 2019.

The long term plan for Art and Design for Somerville can be found on the school website on the curriculum page. The subject leader and the curriculum team have developed the Medium Term Plans (MTPs) and a Progression of Skills document for Art and Design for F2 through to Y6 to ensure:-

- Subject specialist involvement.
- Progression is evident from F2 to Y6.
- Breadth and depth is provided across the Art and Design curriculum.
- To ensure as much detail as possible is in the MTPs to lessen the short term planning burden on class teachers.
- Children's age and physical development are considered during the teaching of skills and knowledge.
- Subject specific vocabulary is being introduced and developed.
- Quality resources are being used.
- Intent is set in Art and Design.
- Children are taught to use colour, pattern, form and texture to communicate what they see, feel and think.
- Lessons ensure pupils learn about the work of other artists and the history of art.
- Children engage in personal and peer assessment of their own work and the work of others.
- Lessons link with other areas of the curriculum where possible.
- Children are able to work as artists.

Sketchbooks will be introduced in F2 and will follow children through the school until they leave Y6. Each child will use their sketchbooks to record their skills work, achievements and progress in art and will be used to support teacher's tracking and assessment to ensure that every child is making progress from their individual starting points and reaching their full potential.

Floor books will be completed in every class. These will be used to celebrate pupils' achievements in art and design and show progression across the school.

### Enrichment Experiences

We organise learning into termly/half termly (dependant upon year group) themes and these are designed to make learning stimulating, relevant and exciting for all. An Arts Week will take place annually. Workshops led by specialist teachers will be delivered and children will have the opportunity to share their talents with their peers/carers. During the year, extra-curricular art clubs are offered to our pupils to encourage their creativity and imagination and to develop their skills in art and design. Children are also invited to take part in local art competitions and community events such as the Giants visiting Liverpool/Wirral.

We have staff who are trained as Arts Award Advisors (Explore and Discover level) and our pupils are given the opportunity to participate in the Arts Award through a range of extra-curricular session and gain an Arts Award qualification. These sessions include off site visits such as a visit to the art gallery.

### Reading and Vocabulary

Vocabulary which is specific to art and design will be taught and built throughout our Art and Design curriculum and will be taught overtly. Teachers will use subject specific and technical vocabulary and will have an expectation of the children to use it as well. Key vocabulary to support each MTP will be age appropriate and will link to the theme and skills being taught and will be displayed alongside children's artwork which will be displayed in every class.

### Special Educational Needs and Art and Design

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

Subject leader will ensure that the assessment of Art and Design is taking place across the school and use this to monitor the progress of children with SEND. Class teachers will monitor the progress of their SEND pupils and ensure their planning highlights how lessons are differentiated/scaffolded to ensure that SEND pupils are appropriately supported and are making progress from their individual starting points.

## CURRICULUM IMPACT AT SOMERVILLE

Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our Art and Design curriculum in the following ways:

- 'Pupil Voice' meetings to discuss their learning; giving our pupils the opportunity to share their thoughts, ideas, and evaluations of their artwork.
- All classrooms celebrating children's art and design learning journey in the form of displays and class floor books.
- Moderation staff meetings where pupil's sketch books and floor books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

- Class teachers will assess each child against all of the key skills and knowledge strands for Art and Design and use this assessment to track learning, plan for next steps and identify those pupils who are not making expected progress and address their individual needs.
- At the end of the year, judgements as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals will be made.
- Children will know about the life and work of a select group of artists and designers.

#### EQUALITY IN ART AND DESIGN EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

#### SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions.