



ART & DESIGN

POLICY



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Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Art and Design at Rodings

Art and Design plays an important role in Rodings Primary in promoting a broad, balanced and enriched curriculum, giving our children the widest range of experiences possible. It is also a vehicle for celebrating diversity and equality, exploring their own personal views but those of other people and cultures.

High quality and well planned art and design activities engage, inspire and challenge pupils allowing them to develop a solid set of arts skills. Consequently, children are able to use the skills and knowledge taught to express their creativity and individuality.

Our main intent is to develop confident, creative risk takers who can persevere through challenges to reach their full potential. Artists who are willing to try new approaches and think about using materials in new and exciting ways to create different effects, and who embrace the unexpected.

As the children progress through the school they develop critical thinking skills and social intelligence demonstrating their creative side either through the appreciation and analysis of art work or the creation of their own images and pieces.

Through CREATE the children experience a range of art mediums and tools that go beyond the national curriculum.

Children leave Rodings with an appreciation of art and artists and the role they can play in their future lives either as a career or as a hobby for wellbeing.

National Curriculum

Purpose of study

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.

Aims

The national curriculum for art and design 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.

Attainment targets

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.

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.

Curriculum Content for Art and Design

The curriculum at Rodings is divided into three distinct areas: Explore, Discover and Create. Art and design is an essential element in all three areas. In Explore and Discover, Art and Design is used to enhance the main area of learning. For example in Year 1 whilst children learn about the Great Fire of London they develop their drawing knowledge and skills to create images about the fire. In Create, Art and Design plays a leading role in the knowledge and skills taught.

Explore/Develop/Evaluate, drawing and painting appears in every year group building on the skills taught in the previous year.

Collage, printing, textiles and 3D work are planned to appear at least once in Key Stage 1, Lower Key Stage 2 (Years 3/4) and Upper Key Stage 2 (Years 5/6). Again each unit builds on the skill and knowledge previously taught, meaning that children make a clear progression through the art and design curriculum.

To supplement a better understanding of the arts world and begin to develop an understanding of the history of art, significant artists, illustrators and makers are studied to add context to their learning supported by quality examples of their work.

A Learning Ladder for Art and Design is sequentially planned to show a clear progression of skills and knowledge across the whole school. Consequently, supporting teachers in the planning of their lessons, to revisit any previous skills to fill gaps and to deepen the understanding to a greater depth,

Finally, enrichment is used to enhance the teaching of Art and Design. This includes engaging with artists and makers, working collaboratively with different arts organisations and partnerships and visits to museums and galleries.

EYFS

In the EYFS framework Art and Design will be experienced through the Specific area of Expressive Arts and Design. Art and design should be used to develop the children's imagination, artistic and cultural awareness. Through the Anna Ephgrave approach children will lead their own learning and investigations through the arts. Children will have exposure and access to a range of artistic materials that will allow them to create images and structures of their making. Furthermore, observational and vocabulary development will be supported and extended through the discussion of what they and others have created, Where appropriate they will be introduced to artists and artworks that support and enrich their learning.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory

and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

All children can express themselves through the arts. Adaptations will be made to make sure that all children can access the Art and Design curriculum. This may include providing specialist equipment like adapted scissors, different brush sizes with differering handles. Also technology can be used to support all children to create images and art.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Children who are identified as being More Able in Art and Design may be selected to participate in art activities across the DEEP partnership and take part in specialist visits to museums and galleries. All activities should challenge their knowledge and skills but also develop their critical thinking.