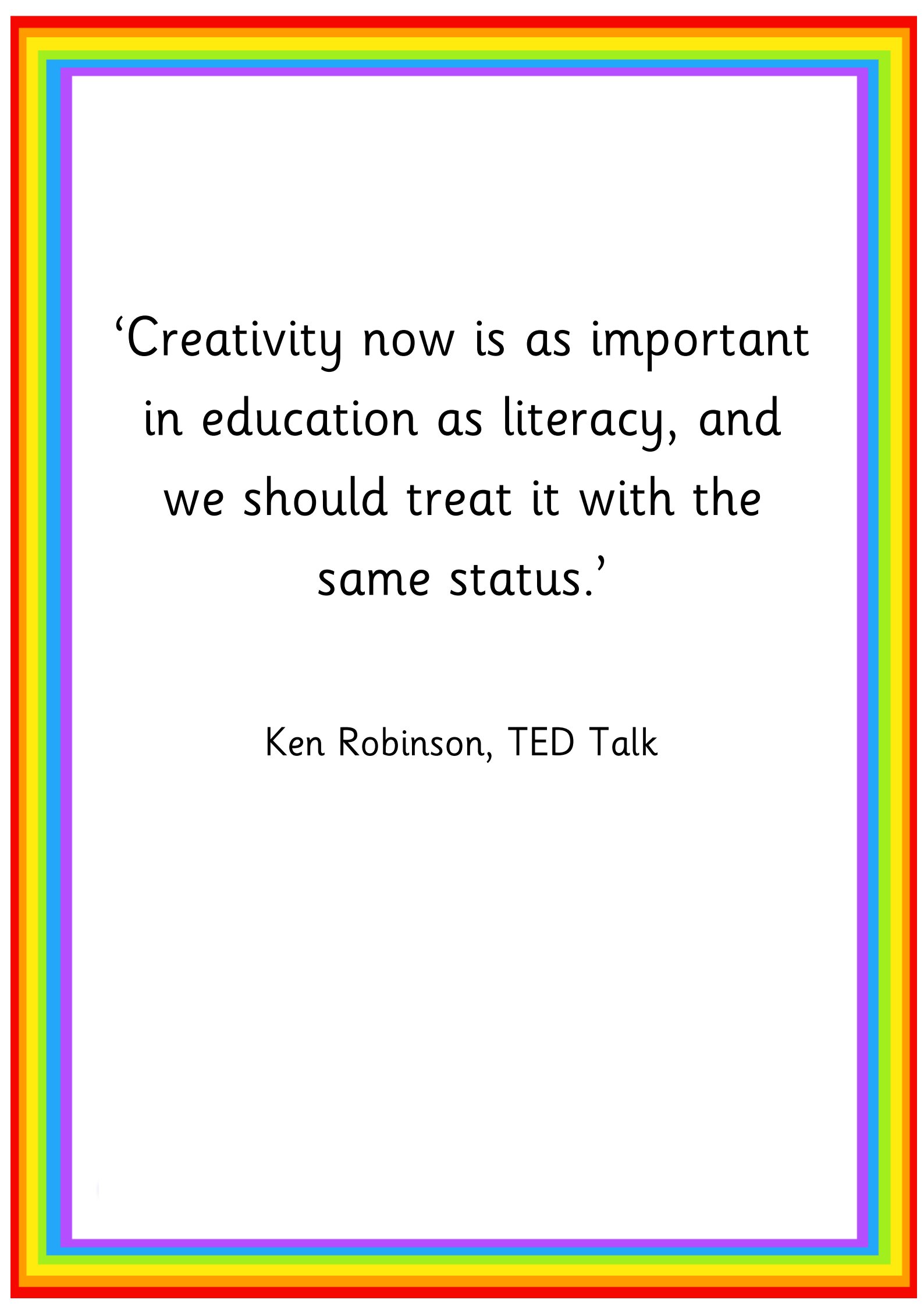


Hillstone Primary School



Art and Design Policy

C. Norton
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‘Creativity now is as important
in education as literacy, and
we should treat it with the
same status.’

Ken Robinson, TED Talk

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Three words run through the ethos of our school, 'Inspire, Care, Educate'.

Introduction

At Hillstone Primary School, we are committed to providing all children with quality learning opportunities to engage in every aspect of art and design.

The purpose of art and design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form and is treated as a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

Curriculum Definition

“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

Aims

The aims of Art and Design are:

- to enable all children to have access to a varied range of high quality art experiences.
- to provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children.

- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- to stimulate children's creativity and imagination by providing visual, tactile and sensory experience.
- to help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- to develop children's understanding of line, colour, form, texture, shape, shape, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
 - to inspire confidence, value and pleasure in art.
- to cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments.
 - to teach children to express their own ideas, feelings, thoughts and experiences.
 - to develop children's design capability.
- to enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Curriculum

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape, pattern and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

National Curriculum 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, shape 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 Drivers

Art and design at Hillstone Primary School is underpinned by our three curriculum drivers: oracy, problem solving and wellbeing. Below outlines ways in which curriculum drivers are embedded in each art and design lesson:

Oracy – There will be time set aside in all art and design lessons to use speaking and listening when discussing aspects of the lesson. This could be through a specific art stimulus, debating over conflicting ideas or artwork, discussing similarities and differences, comparing artwork and artists, asking questions, through presentations or crits, evaluating the artistic process throughout etc. Key vocabulary will be taught explicitly and be continually recapped so that the children remember new words and definitions. Teachers will be role models for the children ensuring to use recently introduced vocabulary during lessons and as a normal part of artistic conversations. Feedback will be given to children on a regular basis in a way that ensures children respond back to feedback.

Problem solving - Artistic creations are born through the solving of problems. Without even realising it children that participate in the arts are consistently being challenged to solve problems. All this practice problem solving develops children's skills in reasoning and understanding. Art and design teaches children to approach problems as exciting opportunities to challenge their skills and creativity. Art is a powerful avenue to work through problems that may occur in life. It allows children to imagine possible solutions and test them out on their peers.

Wellbeing – Art and design lessons in schools have an important role in promoting wellbeing and creating a space for social connection, which improves outcomes for all. Creativity helps

to stimulate our mind and keep our brain active. It can help to boost our concentration, reminisce about our past and retain our memories. Making art can relieve stress and anxiety for young children. It provides new sensory experiences and focuses our attention away from our daily worries. Art and design lessons can boost our self-esteem and sense of accomplishment. It allows us to explore new things in a safe space and teaches us that it is okay to make mistakes along the way. Most importantly, art brings us together. When being creative with others, we feel less isolated and more connected as a community. Art helps us to communicate things that are sometimes too difficult to put into words.

Progression and Continuity

Art and design progression maps have been created and can be found under curriculum information on the staff shared area. Progression maps have been set up in themes (drawing, painting, printing, and 3D as well as generating ideas, learning about significant artists and evaluating), year groups and terms.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

Planning

Art and design plans have been split up into 3 areas:

Long term planning – curriculum overview (when)

Medium term planning – progression maps (what)

Short term planning – planning guides (how)

Coverage has been mapped out for each year group with the art co-ordinator writing a personalised planning guide for each term in each year group. The plans demonstrate what skills children should be expected to learn and link to a focus artist and artwork. The plans also detail what resources will be needed for each project. Website links and key vocabulary are evident on all plans. Equipment and materials are kept in the art area and/or delivered directly to teachers. Teachers have the freedom to adapt art ideas and lessons as long as the art curriculum is covered and the child's artistic needs remain a priority. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered. Skills in the Foundation Stage are planned through the objectives within the EYFS.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of assessment for learning strategies are used: children are encouraged to comment on their own and each other's work using vocabulary related to the skill taught, evaluation, self-assessments, steps to success criteria and the use of talk partners. Through these, both children and adults are able to recognise the progress being made.

Assessment and Recording

At Hillstone Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. At the end of each art project, teachers are required to complete professional judgements on our whole-school assessment system, Balance.

Monitoring

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Monitoring takes place regularly through sampling children's work, teacher planning, lesson observations and pupil voice conversations. It would be extremely useful if each term, teachers upload photographs of art lessons of both the children in action and finished artwork. Photographs of final pieces of work should be printed out and glued into each child's sketchbook for each project.

Roles and Responsibilities

The subject is led by the art co-ordinator who is responsible for ensuring that each child at Hillstone Primary School receives a broad and balanced curriculum including the creative arts. It is also the responsibility of the art co-ordinator to ensure that the children receive a quality arts education. The art co-ordinator will stay up to date with current teaching styles and educational trends to ensure the school is at the forefront of arts education. The art co-ordinator must ensure resources and equipment are readily available for teachers to use.

Monitoring and assessment is the responsibility of the art co-ordinator who will ensure curriculum coverage and skills progression. They will also be available to offer advice and support to all members of staff who seek it.

It is the teacher's responsibility to ensure that they are delivering an arts curriculum to the children in their care. They must ensure they plan exciting and inspiring art lessons and seek professional advice if needed. Teachers must also be willing to share examples of children's sketchbooks and ensure sketchbooks are used regularly. Furthermore, teachers must also ensure that they are setting the highest standard during art and design lessons and inspire children to be the best artists they can be.

Resources

There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some specialised equipment are kept centrally in the art area. People with an interest, or expertise, in a particular topic or area of art may be invited into school to work with the children. Educational visits to art galleries, museums and other art institutions are planned to enhance the arts experience of the children at Hillstone Primary School.