



Inspiring All to Excellence



Anker Moor Primary Academy

Art and Design Policy

Document Control

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Rationale/principles

At Ankermoor Primary Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

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, contribute to the culture, creativity and wealth of our nation.

The National Curriculum for Art and Design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At Ankermoor Primary Academy, we intend to build an Art curriculum which develops learning and results in the acquisition of knowledge and skills as set out in the National Curriculum Art Programmes of study. Children will know more, remember more and understand more. We will provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences for later life.

Implementation

- Clear and comprehensive schemes of work in line with the National Curriculum. The Art and Design National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. EYFS forms the foundation of our curriculum where skills and knowledge are taught through 'In the Moment' opportunities, linked to Expressive Arts and Design and fine motor.
- Delivery of Art projects with a clear structure. Each year group will undertake topics linked to Collage, sculpture, painting, printing and textiles.
- Delivery showing clear following of the design process where each project will expose children to a range of techniques whereby they can then use these to communicate and create their designs.
- A range of skills will be taught across the Key Stages and children will also be given the opportunity to appreciate artists who inspire and influence us.
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum, giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- Children are asked to self-evaluate their work.

- Design Technology/Art focused displays can be found in classrooms or on display throughout the school. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.
- In Art and Design sessions, children may well be asked to explore techniques independently, to begin with, in order to develop their learning. This allows the children to have ownership over their curriculum, lead their learning and develop their problem solving skills.
- In Art and Design session, children may well be asked to work as part of a team and therefore working collaboratively, learning to support and help one another towards a challenging, age appropriate, yet rewarding goal.

Impact

- Children will have clear enjoyment and confidence in Art and Design that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Art and Design, demonstrating this knowledge when using skills, techniques or tools in other areas of the curriculum and in opportunities out of school.
- The large majority of children will achieve age related expectations in Art and Design.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Planning

- Art and Design is taught through a series of progressive learning episodes that incorporate the knowledge, skills, understanding and breadth of study set out in the National Curriculum.
- The long and medium term plans are used to plan effective lessons and to ensure there is a breadth of coverage.
- Each year group builds on children's prior learning and is aware of which skills should be specifically targeted within a term's learning to ensure coverage and progression.
- *Knowledge and Skills progression* – Ensures there is progression between phases throughout school.
- *Long Term Planning* – The whole school curriculum overview seeks to maximise opportunities for Art and Design.
- *Medium Term Planning* for each unit is sequenced – with references to the National Curriculum Programmes of Study.
- *Short Term Planning* is derived from medium term plans.
- *Assessment for Learning* is continuous throughout the teaching of each unit. Short term, medium term and long term plans are amended accordingly. Completed projects are used to assess skills independently.
- *Blocked units of work* – units of work are completed in 6 weekly blocks. This is to ensure that children are able to develop skills and to complete their unit outcomes in a consistent and progressive way.
- When and where required, expertise from local High Schools is used to aid planning and delivery, which supports a smooth transition to the next stage of learning.

Assessment, Recording and Reporting

- Teachers will adapt planning in order to meet the needs of all the learners in class.
- Use questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary, adapt a lesson to meet all learners' needs.
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning.
- Assess pupils' understanding by use of the assessment grids.

Roles and responsibilities

Subject Leader: Creative Faculty To lead staff, focusing on Art and Design, to ensure high standards of teaching and learning enable all children to develop as independent, confident, effective and responsible learners.

Head Teacher: To ensure staff are fully able to deliver Art and Design sessions appropriately and that pupils are receiving their entitlement.

Creative Faculty: To formulate the long-term curriculum plan and medium-term planning, ensuring that Art is embedded across school.

Teachers and Teaching Support Staff: To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

Governors:– To agree and review the Art and Design Policy on a regular basis. Question the Headteacher and the Creative faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners: Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

Other adults including parents: To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

Learning Environment and Resources

- Where appropriate, use learning focused displays to motivate, support and enhance learning, checking with children that displays are accessible for all levels of ability. (e.g. past success criteria, to independently use key vocabulary).
- Use a multi-sensory approach to learning (e.g. film clips, music, sounds, ICT, the environment, artefacts and interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximise their learning. (e.g. freedom to use class computer, tools, materials, resource areas which children can independently access and choose from).
- Use the environment most effectively to maximise learning (inside and outside).

- Use educational visits and visitors to enhance learning.

Monitoring and evaluation of the Policy

The role of the Creative Faculty in the context of this policy is to:

- ◆ Ensure the Intent, Implementation and Impact is clear and is measured.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.