

Moorside Primary School



Art and Design Policy



MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in being a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that:

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all work together to make sure that:

Everyone always tries their best and takes pride in all that they do.

Everyone demonstrates good manners at all times.

Everyone respects each other and show consideration.

Everyone respects and cares for our environment and resources.

Everyone celebrates each other's successes and achievements.

Aims

At Moorside Primary school, we are committed to providing all children with opportunities to reach their potential. We want our children to have a range of experiences throughout their school life here at Moorside. Our art and design education inspires and motivates children to enjoy learning and supports the creative and critical thinking skills that are so highly valued in today's economy.

It is the aim of our school to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms.

It is our firm belief that in order to achieve this, the teaching of art must be of a high quality and valued as an individual subject in its own right. The school plans and teaches a rich and varied art curriculum across all key stages. It teaches the skills required to build on previous knowledge and develop breadth and depth. We also aim to ensure that there is a clear progression of art skills across the whole school.

Our main intentions are:

- To teach and support children in exploring the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live.
- To enable children to gain proficiency in drawing, painting, sculpture and other art, craft and design techniques.
- To enable children to express their ideas, feelings, thoughts and experiences in a visual and tactile form, and promote enjoyment in art and design.
- To develop children's ability to use an art and design book for the collection of ideas, observations and thought processes.
- To support children to develop and confidently communicate aesthetic judgements applied to their own work, to the work of others and to the world around them, through modelling and the teaching of new, subject specific vocabulary.
- To facilitate children in developing, consolidating and applying their skills and knowledge of different media and materials so that ideas can be generated, undertaken and completed with success.
- To teach and model how to use increasingly expressive language to respond to their own work and that of others in an evaluative and analytical way.
- To introduce children to the work of great artists, craft makers and designers, so that they understand the historical and cultural development of the various art forms.
- To foster enjoyment, satisfaction and purpose in designing and creating.
- To understand that there are multiple ways of interpreting the world. Art celebrates diversity, individuality and the unexpected.
- To teach children that subjective judgements are important in creating relationships between things. This is important as in other subjects such as maths and science: relationships are often formed using rules and cause/effect reasoning.
- To teach children to think, feel and express themselves through an artistic medium. Knowledge is therefore not limited to what words can express.

- To develop critical analysis skills by enabling children to talk about their own and other's work including the work of artists and crafts people.

Art and design curriculum planning

As a school we use the Early Years Framework, Development Matters and the National Curriculum and where possible, we use the local circumstances of our school and its environment as well as events on a national and global scale. We carry out curriculum planning in art and design in three phases:

- long term
- medium term
- short term

Our long and medium term plans map out the themes covered each term during each Key Stage. As a school we also work together in 'Whole School Theme Projects'.

Our medium term plans, which give details of work for each half term define what we will teach and ensure an appropriate balance and distribution of work across each half term.

Planning

Long term planning:

- Details the content and coverage of art for the academic year across all key stages on a termly basis.
- Is progressive across school to avoid unnecessary repetition and to provide challenge.
- Special events, visits, visitors and cross-curricular opportunities are identified.

Medium term planning:

- Each year group has identified specific skills to be taught alongside content, ensuring breadth and depth.

Short term planning:

- Lessons are planned for and taught on a weekly basis.
- Lesson plans detail learning intentions, delivery, resources, use of adult support and key vocabulary.
- Based on assessment for learning, the sequence of lessons will be adapted accordingly in response to ongoing individual needs.

All staff have worked together to review and adapt where necessary, these plans and teachers develop short term plans as set out in the medium term plans. These list the specific learning intentions to be used for lessons and give possible approaches of how to teach the lessons. We plan the learning experiences in art and design so that they build on the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, there is planned progression in each unit of work, so that there is an increasing challenge for the children as they progress.

In Early Years Foundation Stage (EYFS)

We value Expressive Arts and Design in the Early Years as this is a vital part of the Early

Years Foundation Stage, and is an integral part of work covered throughout. We relate Expressive Arts and Design for the children to Development Matters, which underpins the curriculum planning for this age group. The children's learning includes art, music, dance, role-play, imaginative play, drama and design. The range of experiences encourages the children to make connections with all areas of learning and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of media and learn skills in a variety of activities that they respond to using various senses. The activities that they take part in are imaginative and enjoyable. Again, these experiences are enhanced by our whole school theme work. We use planned adult directed approaches to teach and model skills and approaches.

We also plan and provide a range of resources within the environment, both inside and outside as part of our continuous provision. This encourages children to make individual creative choices whilst applying skills and developing knowledge.

In Key Stage One

Children will be taught:

- To use a range of media and materials creatively 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 making links to their own work.

In Key Stage Two

Children will be taught:

- To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To use art and design 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, e.g., pencil, charcoal, paint and clay.
- About great artists, architects and designers in history.

Teaching and learning

We use a variety of teaching and learning styles in our art and design lessons. Our principal aim is to develop the children's knowledge, skill and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.

Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods, the work of others and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others. Children also have the opportunity to use a wide range of materials and resources.

We recognise that we have children of differing ability in all our classes, and so we provide appropriate learning opportunities for all children by matching the challenge of the activity to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups. ➤
Providing a range of differentiated equipment.

Equal Opportunities

We teach art and design to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Provision is made for children with SEND within the context of the classroom. Teachers provide differentiated learning opportunities matched to the needs of the children.

Every child within our school has access to both our arts curriculum and extra-curricular activities. All lessons and activities are planned in accordance with our Equal Opportunities and Inclusion policies to ensure that individual learning needs are catered for, including those of children with Special Educational Needs and those children identified as more able.

Assessment, recording and reporting

- Use of art and design books to ensure progression of teaching and skills over time.
- Teachers assess children's work on a continual basis through discussion and questioning and work completed.
- Children are encouraged to self-evaluate as a form of self-assessment.
- Teachers regularly use Assessment for Learning, which includes observations, discussions and questioning of the children during their participation in the arts. This enables teachers to identify areas for development and where further challenge is needed. This formative assessment informs future planning and deployment of support in lessons.
- Photographs, observations and children's annotations are used as a means of recording evidence of their achievements, along with any other work produced. Summative assessments of each individual child are recorded termly through our ongoing working documents which support planning and reshaping of lessons and these are based on an appropriate balance of knowledge and skills.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in art and design is the responsibility of the art and design subject leaders. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about the current developments in the subject and providing a strategic lead and direction for the subject in school. The art and design subject leader gives the Head Teacher and Senior Leadership Team (SLT) regular updates and reports highlighting strengths and weaknesses in the subject and indicates areas for further improvement.

Roles and Responsibilities

Art and design lead along with the Senior Leadership Team ➤

- To lead a regular review of the Art and design policy.
- To ensure that resources used are relevant and appropriate to the ages and needs of all learners.
- To lead the evaluation of the Art and design policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver Art and design lessons.

Governors

- To ensure that an up-to-date Art and design Policy is in place.
- To ensure the Art and design Policy is made available to Parent/Carers.
- To ensure the Art and design Policy and curriculum are in line with the statutory guidance in the National Curriculum.
- To ensure the policy reflects the whole school approach.
- To ensure the policy is regularly reviewed and evaluated.

Teachers

- To ensure they deliver Art and design lessons in line with the school's Art and design Policy and other relevant school policies.
- To contribute to the evaluation of the Art and design Policy.
- To assess learner's progress against the agreed learning outcomes.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children.

Links with other subjects and key skills

- Art and design provides a natural opportunity for children to practice and improve basic skills such as speaking and listening, social and emotional development and physical development such as hand and eye coordination.
- Artwork aims to develop key skills such as creative problem solving, working with others and communication skills.
- Through the analysis process of their work, children will be encouraged to improve their own learning and performance.

Personal, Social and Health Education (PSHE) and Citizenship

- Art and design contributes to the teaching of some elements of Personal, Social and Health Education (PSHE) and Citizenship.
- The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, Moral, Social and Cultural Development

- The teaching of art and design offers opportunities to support the development of our children through the way we expect them to work with each other in lessons.
- Groupings allow children to work together and give them a chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences.
- The children learn to respect and work with each other and adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and crafts people.

Extending the curriculum

- Children should develop an understanding of the world through first-hand experience.
- Wherever possible children will be given opportunities to visit local exhibitions, art galleries and meet with real artists and crafts people to develop their learning and experiences.

Additional Arts Opportunities

Our school places a high value on providing children with a wide and diverse range of arts experiences. This is achieved through the organisation of educational visits to art galleries,

theatres and other attractions relating to the arts. The school also provides an enriching after school programme which features a range of creative learning experiences including art and drama activities.

Artsmark Award

We are working towards Artsmark Award. This will provide our school with access to enviable networks of leading cultural organisations that will enable us to use the arts to engage and develop happy and confident young people and inspire teachers.

Module

As well as providing a separate area for art and design, the module also offers a designated space for children to partake in art and design learning experiences with a wide range of resources readily available.

Art displays

All year groups display art and design work across the school particularly in our main hall. This is an opportunity to celebrate artwork throughout each class and year group and for all children, staff and visitors to appreciate it.

Resources

Resources are stored in our art module and a central store in the main school and are monitored and replenished regularly. All staff work together to ensure the need to replenish resources are identified and reported to the Senior Leadership Team for ordering.

Reporting

All parents receive regular updates and we let parents/carers know what happens in each class in our newsletter. Also, they receive an annual written report that includes a summary of their child's progress in art and design across the academic year.

Date revised and updated	April 2023
Date to be reviewed	April 2024