



ART POLICY

Rationale

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.

Introduction

This policy is a statement of the aims, principles, strategies and expectations of effective teaching of Art and Design at St Cuthbert's Primary School.

Please read this policy in conjunction with:

Teaching and Learning Policy

SEND Policy

Health and Safety Policy

SMSC Policy

Marking and Feedback Policy

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.

Teaching and Learning in Art

All lessons need clear learning objectives which are shared and reviewed with the pupils effectively. A variety of strategies are used to assess progress. The information is used to identify what is taught next.

Lessons must make effective links with other curriculum areas and subjects. Activities should be challenging, motivating and extend pupils' learning.

As they move through school pupils have more frequent opportunities to develop their skills and select and use appropriate tools and mediums, and combine these for a given purpose with confidence and increasing independence.

Making Cross Curricular Links

At St Cuthbert's Primary School we believe that making links between curriculum subjects, skills and processes will deepen the children's understanding by providing opportunities to reinforce and enhance learning.

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.

Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. At Key Stage 1 the pupils are grouped in mixed ability age groups and gender groups for all activities. In Key Stage 2 pupils may be grouped by ability within their age group.

Pupils work individually, in pairs, as part of a small group and as a whole year group each term. They use a variety of means for communicating and recording their work.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups progress during each unit of work.

Organisation

Art is taught both discretely and within topics with the children then being provided with opportunities to develop their skills independently.

1. Art and Design Sketchbooks

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. (see 'Programme of Study' Appendix 2). The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook.

Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

Recording Responses

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make gather information to give specific knowledge of how things are made or work

There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Assessment, Recording and Reporting in Art and Design Types of Assessment

Formative – assessment for learning – allows the teacher to see what the child knows, understands and can do

Summative – assessment of learning – records overall achievement of the child **Diagnostic** – identifies areas of strength and weakness

Formative Assessment

Formative assessment is embedded in the teaching and learning process of Art and Design at St Cuthbert's Primary School.

It involves:

1. Evaluating pupils level of knowledge;
2. Setting explicit learning objectives;
3. Sharing learning objectives and success criteria with pupils;
4. Questioning effectively;
5. Pupils evaluating their own and peers performance against success criteria;
6. Teachers and pupils reflecting and reviewing performance and progress;
7. Effective oral feedback to inform pupils what they should do next;
8. Children responding to feedback orally and occasionally in writing further up KS2.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments may be recorded as annotations on planning sheets and used to inform future planning.

This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

Assessment of Learning – Summative Assessments

Pupils are no longer levelled although teachers may note pupils who require more support particularly with motor skills – this may be in initial concern discussions with SENCO. Pupils who are recognised as gifted and talented will be placed on the AGT register within school and given opportunities to attend art clubs e.g. Year 5 AG&T after school club.

Assessment for Learning – Formative Assessments

Skills, objectives and success criteria are made explicit in planning. Key questions and cross-curricular opportunities are identified on medium term and/or long term planning. Teachers may make brief notes on planning to inform subsequent teaching and learning and it is recognised that some lessons and objectives may be revisited if pupils need to consolidate skills. It is best practice to constantly revise planned learning.

Success Criteria

Success criteria are shared with all children and displayed throughout the lesson to be used by the learner, peers or teacher. These should be differentiated where appropriate.

Marking and Feedback

Rationale

We are committed to providing relevant and timely oral feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback should be a process of creating a dialogue with the learner, where questions can be asked; the learner is actively involved in the process.

At St Cuthbert's Primary School, we aim to:

- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression in skills;
- Recognising and teaching pupils that art is subjective and there is no 'correct' way for them to express creativity, although certain skills and techniques may need to be honed.

Effective Feedback Strategies

The following strategies can be used to assess and provide feedback:

1. Verbal Feedback

This means the discussion of work in direct contact with the child/ group of children. It is particularly appropriate with younger, less able or less confident children.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

For example:

Success Criteria Checklist	
Learning Objective: To improve the mastery of art and design techniques, including drawing – STILL LIFE	
1. I can draw basic outlines of the objects	
2. I can use diagonal and vertical shading to give shape to objects	
3. I can use light and dark shading to show light	

Equal Opportunities and Differentiation

It is important when planning work in Art and Design that the teacher pays close attention to equal opportunity in respect of gender, race , the needs of the most able children and those children with special educational needs.

Points for consideration by teachers when planning Art and Design work are

- Am I promoting Art and Design equally to both sexes?
- Is the material I am using attractive to all children- particular care should be taken when using illustrations in books or worksheets
- Take care when planning work so that racial ethics are given consideration, especially in work connected with the human body and food.
- Am I catering for the needs of the most able and those with learning difficulties? Will the work provided enable all children to feel that they are achieving and progressing and that their work is valued?
- If there is evidence of underachievement by any group, positive corrective action must be initiated.

Activating Prior Knowledge

Using prior assessment information to guide activities and strategies this enables teachers to accurately identify the start point for learning.

Differentiation

There are a number of different forms of differentiation:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completing different task

Resources

- Primary resources e.g materials and artefacts are stored centrally in the art cupboard. It is important to ensure that resources are tidy and clean and ready for use. Children should not go into the art cupboard without adult supervision.
- Children will also use Secondary resources. The internet is an invaluable resource for artist's work. All the major museums and galleries have sites and Artnet/Artchive have a bank of materials.

- The art pigeon hole in the staff room also has a range of big books and flipcharts.

Monitoring and Evaluation

Monitoring and evaluation of teaching, learning and the curriculum enable us to:

- Find out about the quality of teaching and learning and standards of achievement;
- Identify strengths and areas for development;
- Identify areas for development and take appropriate action;
- Ensure consistency in continuity and progression;
- Provide appropriate support and resources;
- Ensure the needs of all groups or children are addressed;
- Share good practice.

The Headteacher:

- Monitors long term and medium term planning
- Ensures policy is implemented

The Subject Leader:

- Monitors long term and medium term planning;
- Ensures policy is implemented;
- Ensures continuity throughout the school;
- Supports and guides teachers in teaching and learning of art;
- Monitors and evaluates practices in school;
- Keeps up to date with latest initiatives, research and resources and communicates these to staff;
- Attends relevant CPD;
- Prepares, organises and delivers appropriate CPD;
- Observes lessons and team teaches where appropriate.

All staff:

- Complete medium term planning;
- Give pupils feedback in each lesson;
- Plan learning that is in response to formative assessment;
- Celebrate children's achievement through high quality displays of work;

Financial Commitment

The financial commitment for Art will differ each year, details of which will be found in the SDP. However, in order that staff can deliver the curriculum effectively, the following financial commitment is envisaged.

- an annual maintenance budget;
- bids for specialised amounts of funding.

Review and Evaluation of the Policy

- The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

This policy was revised and updated in November 2015 by Elaine Parlett