



## Art and Design Policy

### Intent Statement

**1.1** At John Hampden School we take pride in all the artistic talents of our pupils and we recognise the vital contribution Art and Design make to our children's cognitive, social, emotional and physical development. It is a valued and integral part of our school ethos and we aim to provide a broad, balanced and inclusive Art curriculum. Art is an ongoing process through which all children are given opportunities to develop specific skills, knowledge, understanding and an increasing self-confidence to enable them to work in a variety of medium, style and forms. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria, differentiated where appropriate.

Children work individually and collaboratively with other pupils, adults and members of the community on art projects to develop their social and personal skills. Art is not taught in isolation, but is linked wherever appropriate to other areas of the curriculum and community, giving children the opportunities to develop specific art skills and reinforce skills already established, and to see art within the greater environment.

**1.2** The aims of art and design are:

- To develop painting and drawing skills;
- To develop the pupils' ability to observe, learn and record from the world about them;
- To use a variety of materials, tools and processes, including ICT, safely, to stimulate and develop ideas;
- To develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Work collaboratively and independently.
- Develop spatial awareness and creativity.
- Develop physical control.
- To empathise with lives and cultures of others.
- Respond to stimuli.
- Communicate thoughts, emotions and ideas through different Arts media.
- Respond to and evaluate their own and other's work.
  
- To develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.

### 2 Implementation Statement

The children gain good quality of provision in art and design, which is planned across our termly topics (see progression map, individual year group curriculum maps and MTP). Cross-curricular links are used wherever possible to ensure that the arts are not seen in isolation but rather as an intrinsic part of school

life.

## 2.2

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 believe that the arts provide children with the opportunities to develop their self-esteem, which will, in turn raise their confidence in other areas of the curriculum.

Differentiation can be achieved 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;
- Striving to offer projects and activities that are preferable to both genders to promote gender equality.
- Providing a range of challenges with different resources;
- Using additional adults, where possible, to support the work of individual children or small groups.

## 3 Curriculum planning

All classes follow a long-term progression map covering art and design, year groups create curriculum maps for the year with each

section being planned in a medium term plan format for a term. The plans set out objectives to be covered throughout a term and include cross-curricular links where appropriate. Plans are annotated and adapted to ensure a good coverage of objectives. ICT, in its various forms (i.e. computer programmes, video camera, recording equipment, digital camera etc) is used as much as possible.

The school provides many opportunities for learning outside of the school day by taking part in art competitions and arts festivals such as Thame Christmas Lantern Parade, Thame Carnival, School productions.

## 4 ART & DESIGN

**4.1** The schools scheme of work is based on the National Curriculum. To extend the provision for the subject, pupils have the opportunity to work with visiting artists and other adults, particularly during Artsweek. The school has an annual Artsweek, where the whole curriculum is embraced through art and design. This takes a cross-curricular format where teachers plan for the week around a topic e.g. 'Fantastic Books'. Every child gets the opportunity to take part in large and small workshops (with mixed age groups) where many skills are practiced across the art curriculum. High achievers within the school are given time to work alongside skilled adults to extend their own talents.

**4.2** Art is time-tabled but art and design is also used to support and extend teaching and learning activities in other curriculum subjects through the making of paintings, drawings or other outcomes. Plans from the National Curriculum have been adapted to the local circumstance of our school and we use the local environment as the starting point for aspects of our work.

**4.3** We carry out the curriculum planning in art and design in phases: long-

Term and medium-term. Our long-term progression map plan out the themes

covered in each term for each year group. Our medium term curriculum maps give details of work

for each term. These plans define what we will teach and ensure an appropriate

balance of distribution of work across each term( See Art and design Curriculum Progression Maps 2021-22 and individual year group curriculum maps 2021-22).These list the specific objectives.

General Overview

In Key stage 1

Pupils will 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.

In Key stage 2

Pupils will 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 will 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.

- 4.4** The school's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Particular care must be taken with sharp cutting tools, electrical appliances, ceramic glazes and in processes where hot materials and tools are used. Pupils must be taught to recognise hazards and take appropriate action. Risk assessments are considered during all planning (eg. Arts Week risk assessment). provides ideas and stimuli for staff, who are also invited to take part.

## **5 EYFS**

- 5.1** We encourage creative work in Foundation Stage as this is part of the EYFS. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for Foundation children. The children's learning includes art. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.
- 5.2** We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

## **6 Teaching the Arts to children with special educational needs**

- 6.1** At our school we teach the Arts to all children, whatever their ability. The adoption of art in all it's forms, ensures that the school provides a broad and balanced education to all children. Through our arts provisions, we give the children learning opportunities that enable all individuals to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **6.2**

Intervention through identification of primary and secondary needs will lead to the creation of an Individual Pupil Learning Plan for children with special educational needs. This may result in the child being given the opportunity to engage in a nurturing / enrichment project which may include, as appropriate, specific targets relating to art. Such programmes can build children's self esteem, confidence and pride in their work. These projects are part of the school's learning support programme.

- 6.3 We enable pupils to have access to the full range of activities involved in art. As a school we actively promote and encourage children to participate in activities outside the classroom, for example, a visit to an art gallery/museum, art competitions, The Christmas Family Lantern Workshop.
- 6.4 We carry out a risk assessment prior to the activities, to ensure that the activity is safe and appropriate for all pupils. All adults invited to work with children are CRB checked beforehand, unless working with the teacher in the class environment.

## **7 THE ARTS AND HIGH ACHIEVING PUPILS**

- 7.1 Our high achieving (nee Gifted and Talented) policy and subsequent register of pupils across the school is designed to; recognise talented pupils, support and direct high achieving pupils and inform parents/carers and advise them on how they can provide extension activities to nurture the talent recognised.

## **8 Assessment and recording**

- 8.1 We assess the children's work across art whilst observing them working during lessons.

Within a lesson, each teacher will check the children's progress and provide necessary support and advice. Teachers may keep evidence of the children's work in different formats, including written/drawn work, photographs etc. In KS2 the children will use sketch books in art to record their observations and use them to review and revisit ideas.

This evidence demonstrates what the expected level of achievement is in each year of the school.

- 8.2 As a school, we have adopted AfL (assessment for learning) strategies, such as traffic lighting and peer assessment.
- 8.3 Assessment criteria is linked to; exploring ideas; developing skills; making, designing; demonstrating and understanding; and evaluating.

## **9 Resources**

- 9.1 We have a wide range of resources to support the teaching of Art across the school. Each classroom has a set of art materials and equipment for drawing and painting that is stored near the sink. As well as this there is a central cupboard for shared resources or if their stock has been used up.

- 9.2 The PTFA provide a budget for Artsweek resources which then supplement whole school resources throughout the year via a £600 + voluntary contribution.

- 9.3

In addition, the PTFA will occasionally fund activities or resources in Art and give each class teacher £100 each year to buy resources for their classrooms.

## **10 Leadership and management roles**

### **10.1**

The Art Coordinator plans and organises the annual Artsweek and related staff meeting to help class teachers in their planning for this week. Teachers are responsible for the planning and the management of art and the provision of materials and equipment in their own class. The Head teacher is responsible for the overall implementation of the art policy. The curriculum governing body approves the policy and oversees art within the school. The teachers are given all the information they need about National Curriculum requirements and how children should progress through various subjects within art.

### **10.2**

The school is regularly updated with staff courses and training sessions for the development of skills.

## **11 Monitoring and review**

### **11.1**

The Head teacher and curriculum committee governors monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff are asked to use their assessments to evaluate standards and the effectiveness of the scheme of work. The subject leader is readily available for any queries, advice or modelling of skills during, before and after lessons.

### **11.2**

Weekly achievement assemblies provide an opportunity for individual achievements to be acknowledged and celebrated.

### **11.3**

The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art coordinator. The work of the coordinator also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed: J. Nichols