



**MELLERS PRIMARY SCHOOL
ART AND DESIGN POLICY
JUNE 2022**

National Curriculum

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.

Vision for Art and Design

At Mellers, we believe that art and design not only encourage children's creativity and imagination, but also teach them to express themselves in different ways. Art and design are a gateway for children to begin to think critically and evaluate different mediums, to recreate pieces that they have seen and also create their own work using different inspirations. Our art and design curriculum strives to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Over the years, our art curriculum at Mellers has aimed to help pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- understand the cultural and historical significance of different artwork, artists and styles
- be confident contributing to a discourse about art history, and possess the critical thinking skills needed to both critique and praise their own, their peers and well-known pieces of work.

INTENT

At Mellers, we want to successfully ignite children's passion and enthusiasm for art and equip teachers with the confidence and skills to plan and deliver exciting and engaging art lessons; we are focussed towards ensuring pupils have access to art in the wider community, such as visits to galleries and working with experts. We also want to ensure that those who excel in art are given opportunities to challenge and develop their ideas and work.

Aims and objectives

The National Curriculum for art and design sets out the main objectives to ensure 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.

In 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.
- 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

Art and design curriculum planning

Art and design are foundation subjects in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see above). We are a recognised Artsmark school at silver level, showing our commitment to the creative arts.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the topics studied in each term during each key stage, having been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by teaching staff with an emphasis on the knowledge and skills that will be taught and how they will be taught. Art and design is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. Knowledge organisers are used to share planning with the pupils.

The year group teachers create the short-term lesson plans for each session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

Art and design encourage self-expression, creativity and can also build confidence as well as a sense of a pupil's individual identity. Creativity, in turn, also can help with wellbeing and improving health and happiness. Often, art and design lessons can act as an

outlet; a release from the pressures of studying as well as those of everyday life. Studying art and design can also help pupils to develop critical thinking skills, and the ability to interpret the world around us.

In planning and delivering geography lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🛡 Begin a lesson with a short review of previous learning
- 🛡 Present new material in small steps with student practice after each step
- 🛡 Ask a large number of questions and check the responses of all students
- 🛡 Provide models
- 🛡 Guide student practice
- 🛡 Check for student understanding
- 🛡 Obtain a high success rate
- 🛡 Provide scaffolds for difficult tasks
- 🛡 Require and monitor independent practice
- 🛡 Engage students in weekly and monthly review.

Early Years Foundation Stage

In the EYFS curriculum, art and design is explicitly referenced under expressive arts and design. The National Curriculum states that:

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”

The contribution of computing to teaching in other curriculum areas

Art and design are used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding computing to support learning and teaching across the curriculum are identified in the school’s planning format.

English

Art and design contribute significantly to the teaching of English in our school by actively promoting the skills of speaking, listening and responding. In our class and school libraries, pupils have access to books about art technique, history and artist-specific texts. Children develop oracy skills through dialogic discussion and debate during art and design lessons. There can also be the chance to develop written work during these sessions.

Mathematics

Art and design contribute to the teaching of mathematics in a number of ways. There are opportunities to explore architecture and line work during these sessions, which links directly back to our maths curriculum. Some vocabulary may be used in both subjects, and discussions around shape and form help our students learn about spatial relationships

Personal, social and health education (PSHE) and citizenships

Art and design make a significant contribution to the teaching of personal, social and health education through learning about art from different cultures. Children have the opportunity to link their outdoor learning to their work in art and design.

Geography

Geography and art and design link closely together. Through, as in PSHE, the teaching of different cultures as well as the widening of horizons. Geography at Mellers promotes the concept of positive citizenship in our dedication to sustainability, and this can be taught as part of art and design sessions to support.

Science

Art and design have close links with science. Both subjects seek to discover, explore and understand the world around us. The “Working Scientifically” strand benefits the critiquing skills developed through art and design. The teaching of sustainability, as in Geography teaching, encourages children to make meaningful links between the art produced and its impact on the wider world.

Special educational needs (SEN)

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils 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, and 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.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Resources

We have a close working network through the NST, with our subject leader regularly attending the NST art network meetings. Currently, our school is reapplying for its Artsmark badge, which it currently holds in silver; this links Mellers with the Mighty Creatives and Artsmark resources. Our school library has a wide selection of art and design related books to support children’s individual research and we also make use of topic collections from the Nottingham City Education Library service.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader 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. The subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for computing is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of art and design. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in art and design within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in art and design by making informal judgements as we observe them during each computing lesson. The pupils save their work into individual folders and this work is checked by the teacher with feedback given when appropriate.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The art and design subject leader reports on:

- 🛡 recent development work
- 🛡 performance analysis
- 🛡 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school termly through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.