

The Queenswell Federation

ART & DESIGN POLICY

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Rationale

The teaching of art at The Queenswell Federation aims to provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Through art and design, we aim to engage, inspire and challenge pupils through a cross curricular approach, and the use of learning journeys. The teaching of art aims to equip them with the knowledge and skills to use their imagination and work independently, making links to relevant historical and cultural art movements and people.

It includes:

- The development of visual literacy, knowledge and understanding of art, craft and design.
- The ability to make practical connections between this and pupils' own work.
- The ability to produce creative work, with control and understanding, exploring ideas and recording their experiences.

Equalities

At The Queenswell Federation we believe it is the right of all pupils, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to high quality learning experiences in a stimulating and supporting environment where prejudice and stereotyping are challenged.

We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the Federation and its work.

Aims

- To develop cross curricular links between art and other curriculum areas, through the use of learning journeys, wherever possible.
- To develop creativity & aesthetic appreciation, by exploring the visual, tactile and sensory qualities of materials and processes.
- To help children become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To help children to communicate their ideas and feelings in visual form based on what they observe, remember and imagine.
- To use sketchbooks as a means to record observations, show development and evaluate own work.
- To develop an idea or theme for their work from looking carefully at images and artefacts from the past, present and a variety of cultures.
- To experiment with and develop skills and knowledge of materials enabling them to develop ideas by choosing appropriate media.
- To modify their work in the light of its development and the original intentions, using language skills to express their opinions on their own work and that of other children and artists.
- To celebrate achievement through displayed work.

Objectives

Learning Journeys should be adapted for more cross-curricular links, ensuring that key skills and elements are still taught within these meaningful contexts. The progression of skills document will be used as a guide for planning, teaching, recording and assessing.

Skills

There will be opportunities for:

- observing

- collecting and recording information
- discussion and questioning
- selecting appropriate materials and tools
- investigating & experimenting
- expressing
- adapting and modifying work
- imagining and evaluating

Concepts

The teaching of art may include:

- independent learning
- collaborative group work
- individual pupil research and investigation
- discussion between pupils themselves
- discussion between teacher and pupils
- trial and error
- form and space

Implementation

- Art skills will be taught, wherever possible, through the current learning journey.
- The Scheme of Work provides a structure for the knowledge and skills in art to be delivered to the pupils.

Roles and Responsibilities

Teacher

- To implement the adapted Scheme of Work in accordance with the National Curriculum and school policy.
- To ensure lessons are evaluated and assessments completed and/or adjusted according to the needs of individual children.

Art Leader

- To exemplify 'good practice' in the teaching of art.
- To ensure lessons are evaluated and pupil progress is monitored, assessed and these assessments form the basis of the next steps in pupils' learning.
- To budget for materials to support the scheme of work and extra-curricular activities.
- To keep abreast of current educational research, publications and events in the field of art.
- To organise whole school events – e.g. art galleries, resident artists, art days
- To complete an annual action plan for the development of art across the school.
- To review and update the art policy every four years.
- To maintain art resources throughout the Federation.
- To keep parents up to date with the art curriculum.

LMT

- To oversee and support the work of the Art Subject Leader.

Assessment, recording and reporting

- Teachers assess music according to the National Curriculum. These are assessed each term and then fed back to children and parents during parents evening and annual reports.
- Teachers assess and identify individual pupils using the Foundation Routemap to identify their individual ability and progression in music.

Monitoring, Evaluation and Review

The quality of the teaching and learning of art across the school is monitored and evaluated by the art coordinator through:

- Half termly monitoring of planning
- Lesson observations and team teaching
- Oversight of any display work
- Review of sketchbooks and Tapestry

The following aspects will be considered when evaluating the effectiveness of this policy:

Planning includes:

- Activities based around the four aims of the National Curriculum;
 - 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
- Activities which can be adapted in terms of difficulty.
- Resources to be used.
- A glossary of art & design terms.
- Opportunities for children to display their work.
- Opportunities for children to review, evaluate and improve their work.

Teaching:

- Good understanding of subject knowledge is demonstrated.
- Clear instructions and use of relevant teaching points.
- High expectations evident and success criteria made clear to children re – behaviour, participation, and development of skills.
- Good organisation of class and resources
- Enthusiasm and praise used throughout the lesson, promoting children's self-esteem.
- Previous work is referred to and built on to extend knowledge.
- Opportunities for creativity and challenge evident in lesson.
- Opportunities for gifted and talented pupils to be extended.
- Appropriate use of teaching support assistants.
- The lesson is well paced.
- Opportunities for children to evaluate and reflect.

A good standard of learning has been achieved when children:

- Have met or exceeded the learning objectives, demonstrating progress in the skills learnt.
- Can use resources effectively and appropriately.
- Express a wish to further their development in an artistic area.
- Are able to make links between previous artistic skills and ideas.
- Are able to listen to others, evaluate and refine musical techniques and ideas.

Outcomes – children demonstrate:

- An active role in art through; planning, designing and analysing.
- Taking responsibility for decision making in art; planning, exploring, editing, making, presenting, playing, analysing, monitoring, researching and evaluating.
- A confident attitude towards art through experiencing artistic success.
- Secure knowledge of the background and history of art