



HIGH LANE PRIMARY SCHOOL

Art & Design Policy

Date policy was agreed with Governors	TBC
Review Date	
Person(s) Responsible	A Booth

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

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.

National Curriculum: Art & Design Programme of Study (2014)

Aims

At High Lane Primary, we recognise that children need to develop skills, understanding and appreciation of the visual world. Therefore, we aim to develop and extend visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world.

Our curriculum aims to provide children with the opportunity to:

- Develop skills to use a wide range of materials and techniques competently
- Explore art, crafts and design activities, in which the natural creative abilities of every child can be developed
- Develop children's understanding of colour, form, texture and pattern.
- Learn about great artists, craft makers and designers and understand the historical and cultural development of their art forms.
- Observe, analyse and evaluate their own work and that of others.
- Develop appropriate vocabulary that allows them to discuss their own work and that of others.

Curriculum planning

Teachers either; use their topic or theme to plan for Art & Design and also plan discrete lessons to allow for curriculum coverage. Long term grids show which areas of Art & Design are taught in each term; medium term grids show a further breakdown of what teachers aim to be covering each week.

Role of the subject leader

In ensuring the quality of provision across the school, the subject leader, Amy Booth, is responsible for the following:

- Ensuring class teachers understand statutory requires for their year group and general progression of the Art & Design curriculum
- Providing appropriate professional development, coaching and feedback for staff
- Leading whole-school monitoring and evaluation of teaching and learning in Art & Design
- Analysing data in order to plan whole-school improvement projects
- Engaging with relevant statutory information and research on Art & Design, disseminating key messages to staff
- Ensuring the school's senior leadership team and governors are informed about the quality of teaching and learning
- Working in partnership with the school's SENDCo to ensure the needs of all children in Art & Design are met effectively
- Ensuring the school's Art & Design policy and progression documents are regularly reviewed

- The audit and ordering of resources and supplies for the school

Equal opportunities

All children regardless of race, gender and physical and intellectual ability will be given access and opportunity to use art equipment and develop their skills. Adult supervision and encouragement will be provided to small groups and individuals where appropriate.

Positive attitudes towards Art & Design are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with Art & Design. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

Health and Safety

Health and Safety Pupils will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. The subject lead, Amy Booth, is responsible for ensuring non-toxic products are ordered for the school. If staff provide their own resources, they are responsible for ensuring that they are non-toxic.

High Lane Primary

What Art & Design looks like in our school



Our philosophy

At High Lane, our Art & Design lessons:

- Develop confident children who can talk about their own work as well as others
- Provide a range of activities that stimulate children's curiosity and nurture their enjoyment
- Allow children to develop a deep understanding of Art & Design concepts that they can use and apply across a range of situations
- Ensure children at every level are challenged and supported to reach their full potential
- Understand and respect that Art & Design can be subjective and that we embrace difference

What we do

In order to provide effective teaching and learning opportunities, we:

- Plan and teach lessons in EYFS to meet the Early Learning Goals
- Plan and teach lessons in line with the National Curriculum, complementing lessons with a wide range of resources and tools to promote mastery in Art & Design
- Ensure lessons provide an opportunity to develop skills and techniques
- Teach for mastery – we strive to ensure the children develop depth of knowledge and understanding in their Art & Design work as well as the work of others
- Develop conceptual and procedural fluency
- Make effective use of guided practice (teacher modelling and peer work) to promote metacognitive thinking, an appreciation of art work and to be respectful of perspective
- Promote self-regulation, supporting children as they reflect on their own learning and identification of strengths and areas for development
- Recognise 'mistakes' as valuable learning opportunities
- Encourage children to share their own skills, techniques and their strengths and limitations
- Expose children to a wide range of artists and art work

What a typical lesson looks like

We recognise that every class and child is unique, so Art & Design lessons may vary slightly based on the needs of our children. Art & Design lessons might include:

- An opportunity to review prior learning
- Class teachers sharing effective models and strategies to introduce or support new learning
- Our class teachers modelling the application of new skills, sharing their own thought process with the children
- Paired work to support all and challenge all children
- High-quality Art & Design talk, exploring the relationship between concepts and strengthening the children's understanding
- Precise questioning to prompt children's thinking, enabling them to develop their articulation of their understanding as well as developing their use of appropriate vocabulary
- Observing, analysing and evaluating the work of an artists with encouragement to use the correct art vocabulary
- Discussions around the historical and cultural backgrounds and influences of artists or art work

- Independent practice to develop skills and techniques that provide children with the opportunity to explore
- Reflecting and evaluating activities that allow our children to identify and learn from mistakes, and recognise next steps in their learning

How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use focus groups to work with and observe children's Art & Design talk, supported by the class teacher or TA/LSA
- Observe children independently working in a group, noting key points to add to children's learning journeys
- Take photographic evidence of practical Art & Design , annotating where necessary
- Use a range of AfL strategies in class – thumbs up, self-assessment, peer-assessment
- Listen to pupil voice
- Share written and verbal feedback with the children
- Record the learning journey through learning journeys (EYFS) topic books (KS1) and sketchbooks (KS2)
- Track children that are emerging, secure and exceeding using trackers across the school