



Lyon Park Primary School

Learning and Growing Together



ART AND DESIGN POLICY

Purpose

The purpose of this policy is to describe the practice of Art and Design at Lyon Park Primary School and the principles upon which this is based.

Aims

Our aims are to inspire pupils' creativity and develop their confidence to experiment and invent their own works of art.

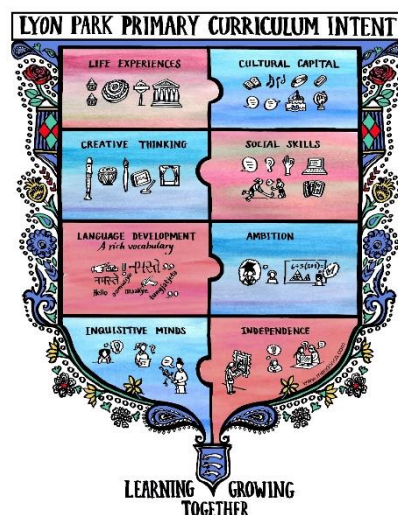
As set out in the national curriculum, we aim to ensure all pupils:

- 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.

Intent

Our curriculum intent is to:

- Develop the children's knowledge and skills to enable them to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Inspire children and develop their confidence to experiment and invent their own works of art
- Teach children the language of art so they can evaluate and analyse creative works
- Develop knowledge about art and artists across cultures and through history.



<p>Life Experiences Our pupils are exposed to the world of art and the pleasure and richness it brings to societies and cultures around the world.</p>	<p>Cultural Capital Our curriculum provides pupils with the knowledge they need to understand and appreciate art. They are exposed to the works of great artists so they can understand the contributions they have made to our lives.</p>
<p>Creative Thinking Our curriculum enables pupils to generate ideas, apply the use of different techniques to achieve intended outcomes, analyse and evaluate.</p>	<p>Social Skills Our curriculum allows pupils to work collaboratively with their peers and communicate ideas, opinions and interpretations.</p>
<p>Language Development Our curriculum develops the subject specific vocabulary the pupils need to access the curriculum. Pupils are taught how to communicate their ideas, opinions and interpretations.</p>	<p>Ambition Our curriculum allows pupils to build on their skills and knowledge, applying them in a range of outcomes. Skills are revisited with increasing complexity ensuring increased proficiency. Exploration of great art and artists allows our pupils to understand how the skills and knowledge they are learning can be applied to future careers.</p>
<p>Inquisitive Minds Our curriculum allows pupils to explore and experiment with ideas and techniques, applying them in different ways to achieve desired effects.</p>	<p>Independence Our curriculum teaches the skills and knowledge pupils need to develop their technical skills so they can create their own works of art.</p>

Implementation

At Lyon Park, we have chosen to follow the Kapow Primary Art and Design scheme of work in key stage 1 and 2 to implement our intent. The scheme of work is designed with five strands that run throughout. These are:

- Generating Ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, enabling children to build their knowledge and skills, applying them to a range of outcomes. Formal elements are woven throughout units. Skills are revised again and again with increasing complexity to enable children to revise and build on previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Art and design is taught in units, alternating with design and technology. During art and design units, lessons are taught weekly and are practical in nature, encouraging experimental and exploratory learning. Children use sketchbooks to document their learning and knowledge organisers support the recall of key knowledge, techniques and vocabulary.

Early Years Foundation Stage (EYFS)

In the EYFS, the art and design curriculum is based on the framework for Expressive Arts and Design and Development Matters. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials to help them develop their knowledge, skills, imagination and creativity. This is done through taught sessions where techniques, knowledge and skills are introduced and independent use of creative areas where children can create and experiment with a wide range of materials and media.

Roles and responsibilities:

Governors:

- To participate in the monitoring of the curriculum
- To agree to new developments in teaching and learning and to approve policy

Senior Leadership Team:

- To provide strategic direction, reviewing policy in line with the new national and local developments
- To support all leaders in improving standards in their subject areas and provide clarity in outcomes
- To equip middle leaders to fulfil their role successfully

Subject Leader:

- To ensure the curriculum meets the needs of its pupils
- To ensure art and design has a high profile across the school
- To ensure a full range of relevant and effective resources are available to enhance and support teaching and learning
- To be a good model of teaching and support colleagues in their delivery of the subject
- To monitor the quality of teaching and pupil outcomes
- To evidence and evaluate progress and attainment

Teachers:

- To use the Kapow Primary scheme of work to ensure high quality planning, teaching and outcomes
- Ensure pupils have the correct resources to be successful
- To adhere to long-term overviews, policies and guidance set by the subject leader
- To ensure pupils receive appropriate feedback so they understand what they have done well and what they need to do to improve
- To ensure they watch the teacher videos on Kapow Primary related to the lessons they are teaching
- To develop own subject knowledge where appropriate

Support Staff:

- To support and challenge pupils
- To model effectively, using the correct vocabulary
- To develop own subject knowledge where needed

Pupils:

- To behaviour well
- To actively participate in all aspects of lessons
- To maintain resilience when challenges arise
- To present learning with pride

Parents/Carers:

- To engage in school events
- To support children with any homework tasks or competitions set

Aspects

Equal opportunities:

All pupils have the right to access the curriculum regardless of age, gender, race, religion, SEND and background. Changes to provision must be made, where appropriate, in order for pupils with SEND and EAL to access the art and design curriculum.

Inclusion:

All learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

Pupils with Special Educational Needs & Disability (SEND):

SEND pupils will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy.

EAL learners:

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

Health and safety:

- Teacher will assess the risk of the tools and equipment used during lessons
- Teachers will model and teach the correct use of equipment to avoid injury
- Teachers will ensure tools and equipment are in good working order before the start of lessons

Safeguarding:

- Teachers will ensure the images and artworks the children are exposed to are appropriate for their age.
- Any matters of safeguarding will be dealt with according to our safeguarding policy.

Planning:

EYFS

Teachers will plan lessons and activities to teach and apply a range of skills and knowledge. The creative area of continuous provision will be planned carefully to ensure children are able to explore and experiment a variety of materials, tools and techniques to express their ideas.

Key stage 1 and 2

Teachers will use the lesson plans and resources provided by Kapow Primary to produce lessons flipcharts for pupils. Lesson plans and resources will be adapted where appropriate to meet the needs of our pupils.

Teaching:

- Teachers must teach the skills and knowledge needed to achieve learning objectives
- Effective and engaging lessons include good modelling, questioning, hand-on practical experiences and quality talk and discussion
- Pupils must have access the appropriate resources
- Planned visits to museums and places of interest, workshops or visits from guest speakers should be organised where appropriate to enrich the curriculum

Organisation:

- Art and design is taught in alternating units with design and technology
- Lessons are taught weekly
- Teachers are responsible for gathering resources before the start of the unit

Homework:

Homework may be set where appropriate.

Resources:

Resources are stored in the tower. These must be returned by a member of staff, once they are no longer needed. Teachers must ensure the resources they need are available before the start of a unit. Teachers should inform the subject leader when consumables are running low. Pupils must be taught how to handle equipment safely and correctly.

Impact

The impact of our art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative work using subject specific language.
- Know about great artistic and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and Design.

Assessment:

The impact of the curriculum will be assessed by the teacher through formative and summative assessment opportunities linked to learning objectives during each lesson. Lesson plans provide teachers with guidance on what to look for.

Monitoring and evaluation:

The subject leader will monitor the impact of the curriculum by conducting a number of activities such as:

- Observing lessons
- Learning walks
- Planning scrutiny
- Talking to teachers
- Scrutiny of sketch books and other outcomes produced by children
- Pupil voice

APPENDICES

- Art and design and design and technology unit overview
- Progress of skills and knowledge