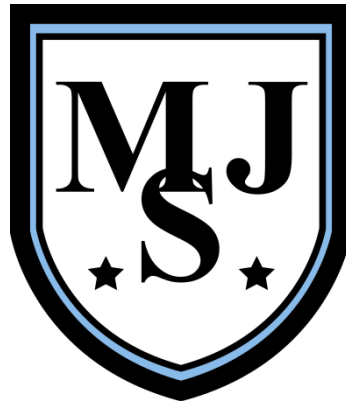


Meadowhead Junior School

Art and Design Policy



Updated: July 2023

Next Review Date: July 2024

Approved By: _____

Full Governor Ratification Meeting Date _____

Chair of Governors to Approve: _____

Subject Leader: Mrs. Daisy Worden
Governor Subject Leader:

Meadowhead Junior School

Our Mission Statement High Aspirations, Bright Futures

Intent

1. Statement of Intent

At Meadowhead Juniors we want to ensure pupils reach their full potential in art through the introduction of a wider variety of materials and purposeful opportunities from the outset, pupils can and will quickly build their understanding and skills.

Our Art curriculum intends to develop pupils' creativity and foster an enjoyment and appreciation for art in their own lives. We want to enable pupils to develop their art and design skills using a range of media inspired by the work of other artists.

We aim to instil in our pupils the belief that they are all artists and ignite a love and enjoyment of art that they continue when they leave school.

We believe art strengthens creativity and individual expression.

Our teaching meets the requirements of the National Curriculum and provides children with an understanding of all the diverse art forms; drawing, painting, collage, textiles, printmaking and sculpture.

2. Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

Implementation

3. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art, design and providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.

Meadowhead Junior School

- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
 - Advising on the contribution of art and design to other curriculum areas.
- Collating assessment data and setting new priorities for the development of art, design in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art skills, with due regard to the national curriculum.
 - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class
 - Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Support staff are responsible for:

- Assisting the class teacher as directed.
- Supporting children with specific needs.

The Governors are responsible for:

- Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum.

Impact

4. Teaching and Learning

The school uses a variety of teaching and learning styles in art lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.

Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge
 - Promoting active learning
 - Inspiring, exciting and motivating pupils to know more
- Strategies for effective teaching include:

Meadowhead Junior School

- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear purpose when assigning tasks
- Investigating, disassembling and evaluating activities
- Using focussed practical tasks to help pupils make and evaluate products
- Ensuring tasks are built on skills and understanding

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.

5. The Curriculum

The National Curriculum for art and design aims to ensure that 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.

6. Planning

Through a progression of activities we will build on, and develop, children's artistic skills and achievements. Planning of the art curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists architects and designers
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art techniques.
- Evaluate and analyse their work and that of others using the language and vocabulary of art
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

The school creates long-term, medium-term and short-term plans for the delivery of the art curriculum - these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

Meadowhead Junior School

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- In our school, art is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2' published in 2013.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
 - Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
 - Medium-term plans will identify learning objectives, main learning activities and differentiation.
 - Medium-term plans will be shared with the subject leader to ensure there is progression between years.
 - Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
 - All lessons will have clear learning objectives, or where appropriate, , which are shared and reviewed with pupils.

7. Assessment and Recording

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment at the end of each unit provides broad descriptions of achievement which relate to expected progression of investigating and making art skills at the end of each year group. This should be used together with assessment of an individual child's knowledge and understanding and ability to evaluate and make improvements to their work. Teachers should use appropriate approaches to assessment that allows for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means. Provide clear feedback to pupils to aid further learning through verbal, self and peer assessment.

Meadowhead Junior School

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Evaluating work against the assessment task
- Pupils' self-evaluation of their work.

8. Equal opportunities

All pupils will have equal access to the entire art curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all art lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used. Meadowhead Junior aims to provide more academically able pupils with the opportunity to extend their thinking through extension.

9. Resources and Tools

The general teaching requirement for health and safety applies in this subject. Certain health and safety concerns are inherent with Art and Design, including the storage of materials and tools and the use of equipment within lessons.

Children must be supervised at all times during activities.

Children are instructed in the correct use of equipment and tools with specific dangers, e.g. scissors, paint, clay Children should be supervised in their use and objects should never be left unattended. Cool melt glue guns are used by children under supervision.

Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Teachers will follow the safe systems of work document to ensure safe practices when using Art equipment. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

10. Health and Safety

In order for pupils to remain safe when using the variety of tools needed in Art, pupils need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The pupils are shown how to use tools and other pieces of equipment safely.

Meadowhead Junior School

Signed subject leader:

Chair of *Governors*:

Headteacher:

Date: