

Art and Design Policy

Meir Heath Academy



Approved by: Mrs H Dodd

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**Next review due
by:** Sept 2024

Policy Statement

Art makes a unique contribution to the development of the child. All of the children at Meir Heath Academy are to be encouraged to enjoy and appreciate art, to respond and express themselves creatively to a variety of stimuli.

Mission Statement for Art at Meir Heath

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 rigorous understanding of art and design. We aim to develop this at Meir Heath Academy.

Aims and Purposes

- To offer opportunities to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- To develop understanding of colour, line, tone, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To explore with children ideas and meanings in the work of artists, craftspeople and designers and help them to learn about their different roles.
- To help them to learn about the function of art, craft and design in their own lives and in different times and cultures. To help children to learn how to make thoughtful judgments and aesthetic and practical decisions.
- To enable them to become actively involved in shaping judgments.
- We follow Curriculum 2014 for Art -

At Key Stage 1

Children should develop creative and imaginative ideas, use a range of materials and techniques and learn about the world of art, craft and design.

Learning in this age range should be characterised by open ended exploration of a range of materials.

At Key Stage 2

The content reflects the natural characteristics of children in KS2.

That is learning in which 'technical skills', 'getting it right' and 'mastery' are

important.

There is a heavier emphasis on using sketchbooks. Children are to be taught to create sketchbooks in which ideas are collected, developed, explored, researched, and reviewed. It should have elements of a portfolio, scrapbook, journal and notebook as well as a book in which observational drawings are made.

Children are to be taught about 'great artists, architects and designers in history' and different kinds of art, craft and design. We should ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones, that are perhaps more relevant to children today. Children are exposed to and taught about artists from differing cultures, societies and religions, embracing inclusivity and worldwide artistic traditions.

Pupils produce creative work, exploring their ideas and recording their experiences. They become proficient in *drawing, painting, sculpture and other art, craft and design techniques*. They evaluate and analyse creative works using key vocabulary from the language of art, craft and design. Know about great artists, craft makers and designer, and understand the historical and cultural development of their art forms.

The Early Years Foundation Stage

We encourage creative work in the Early Years as this is part of the Early Years Foundation Stage. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children age three to five. The children's learning includes art, music, dance, role- play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. Links are made with the NC skills and aims, ready for when the children move to Year 1.

Organisation

- Art is taught both as a discrete subject and also with cross-curricular links.
- Each class teacher is responsible for the termly programme of work to be taught to the class.
- Children are given the opportunity to gain first hand experience through working individually, in small groups or on a whole large- scale piece of work.
- Whole school art days provide the opportunity to see progression through the school.
- Sharing 'Big Art' days enable family members to come into school to work with the children.
- Art clubs give the opportunity for children to develop skills further, with more time.

A range of topic based artwork by children is showcased in the Meir Heath Academy 'Hall of Fame' display, and celebrated throughout the school.

Cross curricular links

Where appropriate, Art and Design will be used to broaden understanding in other subject areas. This does not mean it will be used as an illustrative medium but rather as a way of using the visual aspects of the subject to provide an alternative way of viewing a topic and therefore enriching experience. Class teachers will encourage the use of technology, such as iPads, to enhance children's learning and knowledge of a wide range of artists and artistic techniques.

Equal opportunities

- Art is for all children of all ages and abilities.
- Opportunities are given to all children to develop their own ideas and individual response.
- Resources and processes may be modified through adaptive teaching techniques, if necessary, to support and ensure that all children reach learning objectives

Continuity and progression

Progression in Art is shown in the different expectations at each key stage of Curriculum 2014. EYFS follow the Early Learning Goals for Expressive Art and Design which leads into the curriculum for Key Stage 1 and later into Key Stage 2. Progression can also be seen through the implementation of our whole-school 'Foundation Subject Boards', which celebrate and showcase sequences of artwork throughout topics. Our Art and Design progression document outlines the progression from EYFS to Year 6 in each aim and skill within the National Curriculum.

Assessment

We believe in a broad and balanced curriculum, and we assess children in the following subjects: Computing, History, Geography, Religious Education, Physical Education, Design and Technology, Art and Design, Music and Modern Foreign Language (MFL).

In Art and Design, we set targets at the beginning of the year and formally assess at the end of each term, using Arbor. We highlight and annotate the BTSAs progression document (one per class) as part of our weekly planning cycle. To complete this document, every lesson has an exit question directly linked to the learning objective where pupils record a voice noted explanation. This allows us to see what they have achieved and what their next steps need to be. These progression documents then inform our termly assessment decisions on Arbor. Progression documents are saved and completed electronically on Showbie and are a running document that gets passed on to the next year group. Each year group has a different colour to highlight (EYFS- pink, y1-blue, y2-green, y3-red, y4-yellow, y5-orange, y6-purple).

Within Art and Design, children are encouraged to evaluate their approach, performance and practice. We encourage children to talk about their work, work of their peers and great artists, architects and craft-makers. Children self-assess and evaluate their own work as part of their learning journey. In addition to end of work evaluations, mid-evaluation points have been implemented so children are continuously evaluating and assessing their work and achievements.

Teachers assess pupil work and knowledge by in-lesson observations, final produced pieces of work, discussions and the correct use and articulation of subject specific key vocabulary. All produced work is uploaded to Showbie and is marked in line with the school's feedback policy. Children are given opportunities to reflect and act upon given feedback to up-level their work. Teachers also give live feedback within lessons.

- We encourage children to evaluate their own approach, performance and practice.
- We encourage children to talk about their own work and the work of others. Time for this is included in the teachers' plans.
- All children can utilise iPads to self-assess their work through voice notes.

Teachers assess work through:

- Observation of pupils at work
- Discussion and questioning
- Attainment of completed work
- End of lesson 'Exit Questions'

Informal recording of assessment, made by class teachers, informs their planning and may be used to report to parents.

ICT

We acknowledge that ICT enhances children's learning in Art and Design by:-

- Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes.
- Providing children with the opportunity to carry out independent research of a wide range of artists and artistic techniques.
- Create artist 'fact files' to help broaden and embed artistic knowledge

- Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware including the iPads.
- Making it possible for them to document the stages in the development of their ideas electronically, share this with others and review and develop their work further.
- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.
- Utilising iPads to document the process and steps of topics and pieces of artwork

Resources

Each class/year group is responsible for ordering and storing resources as appropriate.

Health and Safety

- Teachers check all products/tools before use.
- Children are instructed in the proper use of all equipment in accordance with Health and Safety guidelines.
- Only non-toxic materials (e.g. paints, crayons, glue etc) are used.
- Staff are mindful of children with sensitive skin in relation to materials used (e.g. clay).

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