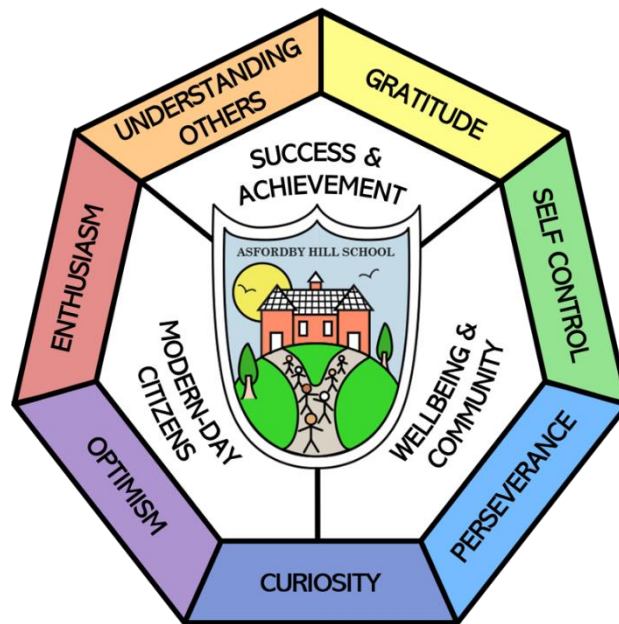


Asfordby Hill Primary School



Individual Value; Valuing Individuals

<i>Our Vision & Aims:</i>		
<p><u>Success & Achievement</u></p> <ol style="list-style-type: none"> 1. All children have their personal success celebrated. 2. All children achieve highly, regardless of background. 3. All children are resilient, respectful and confident learners. 	<p><u>Modern-Day Citizens</u></p> <ol style="list-style-type: none"> 4. All children leave with deep, flexible knowledge. 5. All children leave literate, including digital literacy. 6. All children experience a rich, broad and balanced curriculum built on foundational British values. 	<p><u>Wellbeing & Community</u></p> <ol style="list-style-type: none"> 7. All children are happy and safe at school. 8. All children equipped to take charge of their own wellbeing. 9. All children experience an excellent personal development program.

Art and Design Policy

“Learn the **rules** like a pro, so you can break them like an **artist**.”

- Pablo Picasso

Rationale

This policy outlines the teaching, organisation and management of the art and design taught and learnt at Asfordby Hill Primary School.

The school’s policy for art is based on the document ‘2014 National Curriculum’. Throughout their time at Asfordby Hill pupils will continually build on previously acquired artistic knowledge and skills to deepen their understanding and strengthen their abilities. 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.

This policy has been the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Intent

In art and design, we foresee that every child leaves Asfordby Hill Primary School:

- With the skills to produce work in drawing, painting, collage, textiles, digital media, 3D design and printing.
- Having had the opportunity to practice skills creatively. Producing work which explores their own ideas and records their own experiences.
- With a reflective, positive and optimistic approach to art.
- With Knowledge of great artists, craft makers and designers, their work and the historical and cultural development of their art forms.
- With a rich vocabulary of practical and analytical language that can be used to evaluate their own work and the work of other artists.

Implementation (*What you will see in our classrooms*):

At Asfordby Hill, our pupils are provided with a variety of opportunities to develop, extend and build upon their artistic skills, understanding and creativity. Below, we outline how we implement our curriculum intentions.

A. Teaching using a Metacognitive Approach

Effective teaching intertwines cognition, metacognition and self-regulated learning. In art, we ensure that all three of these aspects are developed by our learners. At the heart of this approach is working memory. In order to be able to apply knowledge and skills, our children need to first acquire and then remember skills. Our progressive curriculum enables our children to revise and revisit art learning units regularly in order to enable them to transfer knowledge to their long-term memory. Not only do children revisit learning within a unit, each lesson building on from the last, but they also revisit units in multiple year groups. For example, our curriculum contains a drawing unit every year, children will visit printing in years 1, 4 and 5, and they will explore digital media in years 2, 3 and 5 (see point G). Our assessment and feedback in art further supports children in their ability to critically analyse their skills and the approach they have taken and reflect upon ways they can improve.



B. Skills and creativity balance

Our metacognitive approach is reflected in how we structure our art and design units. Each unit is between 3-7 lessons long. Every unit starts with a sequence of lessons that teaches and allows children to develop the necessary technical skills and vocabulary. These lessons are followed by creative lessons. In creative lesson children will be given a context and an outcome, yet the approach they take, and the creative decisions are their own. In line with the metacognitive approach, they plan their approach, monitor and adapt their piece based on their reflections and evaluate their final product.

For example. In a drawing unit, the first four lessons may focus on looking skills, creating different patterns and tones. Then the final two lessons in the unit may ask the children to draw a still-life. The end product has been given to them, yet they must make multiple creative decisions while applying the skills they have just learnt.

What media should I use? What paper will I use? Do I need paper? What size? Perspective? Will I sketch a couple of rough attempts? Will I mix media? Should I work with a friend on a bigger piece? Am I taking any ideas from artists? Should I create more than one piece? Colour or black and white? Is this working? Do I need to start again? Am I happy with it? Am I finished?

C. Evaluating artists and art

Children are encouraged in every lesson and unit to talk about artists and their work. Each unit contains artist's work for the children to talk about and evaluate. These pieces are linked to the unit by the media, style, artist, subject, era or country. Teachers support children in their reflections, scaffolding the use of vocabulary and focus points.

D. EYFS (Expressive Arts and Design)

"Children do not make a distinction between 'play' and 'work' and neither should practitioners."- Principles of Early Years Education. At Asfordby Hill our EYFS provides **opportunities** for children to engage in creative activities planned by adults and also those that they plan and initiate themselves. EAD provides opportunities for children to

safely explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. This is why in our EYFS we ensure that children are provided with high quality equipment and materials linked to every area of our KS1/2 study (drawing, painting, collage, textiles, digital media, 3D design and printing). This allows children to play, explore and experiment with these areas for themselves before building on their skills and knowledge as they later journey through Primary School.

E. Accurate and effective use of assessment

At Asfordby Hill assessment in art and design is immediate, positive and reflective. No feedback will be written in sketchbooks as these contain children’s personal reflections and pieces of art. Within a typical art lesson at Asfordby Hill, whether it is a creative or skill-based lesson, you will see teachers providing high quality feedback throughout the lesson. Providing immediate feedback within the lesson allows for children to refine skills and develop a deeper understanding. A task made much harder if they are expected to return to a piece of work from a previous lesson.

Art, in its nature, is a subjective subject. Therefore, verbal feedback will focus on supporting skill development, encouraging children to reflect upon their own work and evaluate how it could be made “even better”. When supporting children with skills, teachers have the use of their own sketchbooks to demonstrate. Towards the end of the school year, we assess and review pupils’ overall progress and attainment by drawing upon National Curriculum objectives and using this to inform our end of year reports.

F. Provision for SEN and High Attaining Pupils

Effective uses of verbal feedback helps to remove barriers to learning and challenge all pupils. Feedback is focussed on the individual child looking at what they can do and what they think could make it even better. Teachers are prepared to strengthen skills and understanding by demonstrating skills, explaining techniques and scaffolding activities to ensure all achieve. When possible children will be encouraged to identify their own needs, which the teacher will then support. Resources including pencil grips, different sized brushed and alternative painting tools are widely used to support those with fine and gross motor needs. All children will be supported through differentiation, adaptation or adult support, based on their individual needs.

G. Units of Learning

Year 1	Drawing	Printing	Textiles	Collage	
Year 2	Drawing	Digital Media	3D design	Painting	
Year 3	Drawing	Digital Media	Textiles	Collage	
Year 4	Drawing	3D design	Printing	Painting	
Year 5	Drawing	Digital Media	Printing	Collage	Textiles
Year 6	Drawing	Painting	3D design		

H. Curriculum enhancements

- Annual art week each summer where the whole school shares the same inspiration to create and display art around the school. Our art is currently being inspired by the pieces on loan from Leicestershire Library Services.
- Crafts linked to celebrations and key dates including Easter, Christmas, Diwali, Chinese New Year, Remembrance Day, Mother and Fathers’ Day.
- Art mindfulness activities.
- Lunchtime art clubs.

- Visiting local artists.
- Outdoor learning. Eg, Creating Diwali patterns out of leaves and found objects.

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Impact

The impact of our implemented curriculum has provided the following for our children:

- School displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
- The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.
- The Art curriculum at Asfordby Hill contributes to children's personal development in creativity, independence, judgement and self-reflection.

Equal Opportunities

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

Role of the Subject Leader

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum. They will monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate. A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.