

# BROOMFIELDS JUNIOR SCHOOL



## Art and Design Policy

**2023-2024**

Version	Date	Action
1		
2	April 2012	Updated Policy
3	June 2017	Updated Policy
4	January 2020	Updated Policy
5	November 2021	Updated Policy
6	September 2022	Updated Policy
7	April 2023	Updated Policy

## **Art and Design Policy**

***"Art and Design is not just a subject to learn but an activity that you can practise: with your hands, your eyes, your whole personality."***

[Quentin Blake, Children's Laureate]

We actively encourage our children to develop artistic awareness and acquire skills, knowledge and understanding to express individual ideas. Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing' work. 'Knowledge and understanding' should inform this process.

### **Intent, implementation and impact.**

#### **Intent**

At Broomfields Junior, we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques.

Wherever appropriate it is linked to other areas of the curriculum, gives children the opportunities to develop specific art skills, and reinforces skills already established. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

As a school, we celebrate and recognise the work children create and annually enter the Warrington PAN exhibition or create an in house exhibition for parents and members of the community, where the children's work is creatively show cased.

It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project

#### **Implementation**

Our curriculum is linked to the topics that children are covering in each term at school. Skills are mapped out over the year, following the Chris Quigley milestone documents, and embedded throughout the year

Key vocabulary is set out for all children to master and identified on the milestones documents and medium term plans. Recall and retrieval of prior knowledge is also embedded at the start of every lesson, so children know more and remember more. Exit questions allow children to review their learning, think about and discuss next steps and progression.

Trips and visiting experts are planned to enhance the children's learning experiences, looking at ways to incorporate outdoor learning wherever possible. Children in Year 5 have the opportunity to take part in an Art residential at Tattenhall in Cheshire. This is a 2 day trip based around a theme that links in with their curriculum, i.e. Space. During this time children take part in music, dance and art activities.

### **Impact**

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A teacher judgement is made against the achieved planned outcomes and children are assessed as working at developing, expected or exceeding, this is then passed to the subject leaders to analyse.
- A pupil art book demonstrates progression and includes thoughts, ideas, processing and evaluations of work. Class discussions and analysis of their art work and their peers support the evaluation and feedback process and also develops children's oracy

### **Aims**

In teaching Art we aim to:

- *enable children to become visually literate and understand that Art is a form of communication*
- *enable children to use a wide range of media to communicate ideas and feelings*
- *nurture and harness creativity and acquire and develop a range of skills and techniques*
- *develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing....there is no 'right' or 'wrong' in art!*
- *enable children through observation to learn about the world around them*
- *help children learn about the role of art, craft and design in their environment and take inspiration from it*
- *enable children to become independent in the planning and reviewing of their work*
- *enable children to develop their full potential confidently and independently.*

### **Objectives**

**We will endeavour to meet our aims by working in the following ways.**

- *Ensuring objectives are clear through short, medium and long term planning.*
- *Ensuring Success Criteria are discussed and agreed with the children.*
- *Ensuring Equal Opportunity. (see policy)*
- *The gradual introduction of a range of materials and techniques and ensure time for the exploration of the potential and limitations of each.*
- *Introducing sketch books in Year 3 to plan and evaluate work as appropriate to the individual*
- *Working at a variety of skills, individually and as part of a group, and in both 2 and 3 dimensions.*
- *Establishing an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.*
- *Using memory and imagination as starting points as well as developing work from direct observation.*
- *Allowing children time to reflect and talk about their work and to verbalise and make changes as they see fit.*

- *Providing the opportunity for contact with the work of other artists and designers from a variety of times and cultures at regular intervals.*
- *Teaching children specific information e.g. artistic elements (colour, tone, shape, pattern, line and texture) and skills as appropriate.*
- *Pupils collecting resources and ideas from which to develop artwork.*
- *Encouraging children to plan, evaluate and re visit their work.*
- *Using display to set standards, show individuality and celebrate the children's achievements and successes.*
- *Linking Art and Design activities to other areas of the curriculum as often as possible.*
- *Seeking to ensure that all staff continue professional development.*
- *Monitoring the quality of provision regularly.*

### **Art and Design Activities in School**

1. *Drawing - using a range of tools and media*
2. *i.e. sketching pencils, charcoal, marker pens, fine drawing pens etc. and in a variety of sizes and from observation, memory and imagination.*
3. *Painting – using a range of paint i.e acrylic, poster, watercolours, papers and tools.*
4. *Collage and mixed media – on a variety of surfaces.*
5. *Print making – using a range of materials on a range of surfaces.*
6. *Fibres and fabrics - textile representations (Sewing / weaving / dying / batik)*
7. *3D work – clay, modelling materials i.e. wire, papier mache, Mod Roc, re-usable materials*
8. *Large scale work - collaborative work for internal and external display using a range of tools and media.*
9. *Using works of art - to inspire and inform*
10. *Using ICT resources – ipads for photos and video and appropriate, software programmes.*

### **Roles and Responsibilities**

#### ***The Head Teacher will be responsible for:***

- reporting to the Governors about any monitoring that has taken place
- developing the monitoring policy
- supporting the Art and Design Co-ordinator
- allocating the budget.

#### ***The Art and Design Co-ordinator will be responsible for:***

- reviewing and updating the Art and design Scheme of Work ensuring progression throughout the school
- ensuring the effective teaching of Art and Design throughout the school by liaising with staff, work sampling and monitoring
- auditing, organising and purchasing Art and Design resources
- offering support and advice on possible teaching activities to all staff
- informing staff of relevant courses etc to encourage personal professional development.

#### ***Class Teachers will be responsible for:***

- including effective Art and Design teaching activities for both specific Art and Design lessons as well as cross curricular activities.
- setting clear objectives, success criteria and assessing pupil's work.
- informing the Art and Design Co-ordinator of any resource requirements.

### **The Role of the Teacher**

- a **facilitator**, who provides appropriate and easily accessible tools and materials for Art and Design activities
- an **instructor** in a variety of techniques and demonstrates as required
- a **role model**/artist, giving opportunity for demonstration when appropriate and discussion
- a **guide** who questions on a variety of levels to help the child develop ideas

- a **planner** of activities to ensure stimulation, creativity and progression
- a **creator** of a vibrant and exciting environment for learning.
- an **assessor** of understanding and skill which will be used to plan future work.

### **Links with Other Curriculum Areas**

Art links with most other subjects and should be used as a means to support and record knowledge and understanding, i.e. draw the different emotions Matilda went through on her first day at school.

Ipads are used to explore digital art. This may take the form of manipulating photographs and videos, to using specific software to create art based around a theme.

### **Resources and Resource Management**

Broomfields Junior School has a specific art room where children have some of their Art lessons. Within here there is access to all the resources needed for these art lessons as well as more general resources for teachers to use.

Each year group also has their own specific art supplies that are appropriate to the processes and lessons that the particular year covers. This is kept replenished from the art budget as a when required by each year group.

Every class has a sink or access to a sink and their own selection of arts resources to use as and when required.

An audit to enable the updating and replenishment of the Art and Design resources available in school is carried out during the summer term in order to replenish stock ready for the new school year in September.

If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator.

### **Equal Opportunities**

At Broomfields Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We aim to develop an ethos of care, empathy and understanding, where every child reaches their potential, regardless of ability level, race, gender or cultural background. We are committed to each child's personal well-being and academic success.

### **Teachers will aim to provide effective learning opportunities by:**

- setting suitable learning challenges
- responding to children's learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.
- Using the seven quality principles as a basis for planning arts activities.

### **Inclusion and Racial Equality.**

This policy has been written in accordance with the above mentioned policies.

### **Special Needs**

1. *Opportunities will be provided for children with learning difficulties through differentiation in planning.*
2. *More able children will have extension activities and opportunities to take part in A,G & T days as part of the Gifted and Talented cluster group.*
3. *The needs of children with physical disabilities will be taken into consideration when planning work.*

#### 4. *Children will be encouraged to go back and develop their work.*

The SENDCO and the Co-ordinator will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

### **Health and Safety**

Art contributes to Health and Safety Education by enabling children to become aware that there are potential hazards in the use of certain materials, substances and tools. Children's enjoyment of the subject may be hampered when matters of Health and Safety are not given proper attention. It is not always possible to remove all risks and hazards. The important consideration is that children should be carefully supervised, in rooms where active learning is well managed, where they can learn to work in appropriate ways.

It is important that children learn to use items of protective clothing such as overalls, aprons and gloves. Protective clothing is always needed when varnishing, spraying (using inks or aerosols), handling clay and hot wax. There are a number of tools which are potentially hazardous, such as scissors and knives, and their suitable storage is as important as their sensible and safe use.

Safety should not be taught as a set of rules external to class teaching but should be an integral part of teaching. Instructions need to be given on how to avoid risks as part of a practical task. Safety measures are necessary to the following: electricity; heat (*water, steam and other substances*); slippery surfaces, whether floors or working surfaces.  
*(Taken from Health and Safety Education – Art for all ages 5-14)*

### **Assessment, Record Keeping and Reporting**

The children will be assessed through a range of activities including:  
Observation / discussion / writing [when appropriate] / practical work.

Parents are informed about their child's progress through two Parents' Evenings and an Annual Report received in the Summer Term.

Knowledge, skills and understanding will be assessed against our school's milestone indicators. Children will progress through basic, advanced or deep understanding.

### **Assessments will be carried out in the broad areas of:**

- Developing ideas.
- Mastering techniques
  - Painting
  - Collage
  - Sculpture
  - Drawing
  - Print
  - Textiles
  - Digital Media
- Taking inspiration from the greats.

### **Assessment should:**

- shape future planning and ensure continuity
- contain work samples, photographs and photocopies
- be carried out through formally and through informal assessment for learning techniques and evaluation opportunities with peers

**Monitoring and Review**

The teaching of Art and Design will be monitored by the Arts lead, Year Leaders and Head Teacher. Monitoring will be carried out in the form of observation, speaking to the children and evaluating their tasks, looking at displays and teacher's planning. Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

The monitoring will be used to identify staff development needs and ensure a range of appropriate resources are provided. In addition to this, monitoring will be used to develop the Scheme of Work and to ensure effective learning for all children.

This policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier.