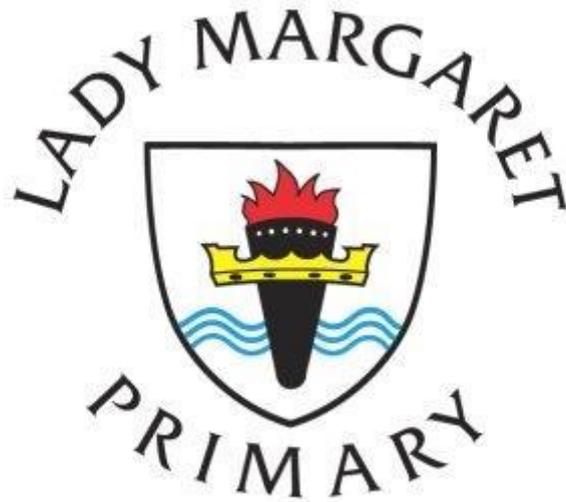


Lady Margaret Primary School



Where children come FIRST

Art and Design

Last reviewed: July 2022

Lady Margaret Primary School Primary School Art and Design policy

"I found I could say things with colour and shapes that I couldn't say any other way--things I had no words for." Georgia O'Keeffe

At Lady Margaret Primary School we believe that our high-quality art curriculum encourages every child to express themselves artistically and with pride.

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of being a Rights Respecting School. It complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's rights.

LMPS themes

At Lady Margaret Primary School, each unit of work is linked to the four key themes across the school: **Legacy, morality, power and sustainability**. By linking each unit of art and design to the four key themes, the children are posed questions about how they can make a change individually, as a class or as a school. In effect, children are able to use the themes to reflect back on and recall previously taught units in earlier years. If a theme applies to the lesson, a slide should be dedicated to this in the introduction.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education must 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 A&D, and contribute to the culture, creativity and wealth of our nation (National Curriculum 2014). "Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, and your whole personality." (Quentin Blake)

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

Aims

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.

Pupils should be taught:

- to use a range of materials creatively,
- to design and make products,
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- to self-assess; be able to evaluate their own and others' work in a positive climate of inclusion.

Planning and Progression

The Art and Design curriculum is planned with regard to the National Curriculum guidelines for KS1 and 2. EYFS plan activities which develop the children's creativity in close conjunction with the other learning opportunities and in relation to Birth to Five Matters. Teachers work closely with the Art and Design Leader of Learning to ensure full coverage of curriculum requirements, differentiation and progression. Teachers also use a wide range of resources and make appropriate use of curriculum links and gallery websites where possible. Teachers plan lessons in line with the curriculum coverage map which includes artists' studies in order to develop their understanding of art movements and styles as well as understanding how art and design within cultures influence future generations. The curriculum is planned to ensure that a wide range of artists, styles and cultures are explored and valued. This is regularly updated and improved as a result of the art team meetings, deep dives and discussion with pupils and staff.

The curriculum coverage map and the skills progression map for Key Stage 1 and 2 are designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. Children's appreciation and evaluation of the work of other

artists are also encouraged as their experience grows. In the Foundation Stage, through Expressive Arts and Design, children work on a range of creative themes and tasks, linked closely to other areas of the EYFS.

Differentiation

This is primarily by outcome and by making sure that all children have access to appropriate materials and resources in order to express themselves effectively. Where differentiation is by task, it is based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art and Design Leader of Learning liaises closely with the SENDCO (Special Needs Co-ordinator), to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary.

Assessment

Class teachers report to the parents through parents' evenings and reports during the year on the progress made by their children. Pupils are encouraged to assess their own work through discussion with the teacher and their peers using the success criteria and skills to be taught laid out at the beginning of each lesson. Because of the personal nature of art, it is important that pupils feel confident to experiment and express themselves. Therefore, our response to the work must encourage the children to think about how they can progress or improve their work.

Using the principles shown in the video: Austin's Butterfly: <https://vimeo.com/38247060>, peer evaluation and assessment should be regular, precise and encouraging in order for pupils to improve their work. Teachers acknowledge work in the sketchbooks, however, detailed written feedback is not required as immediate, precise verbal feedback is the most effective means of improving pupils' work.

Displays of work around the school, in the gallery and exhibitions demonstrate both progress and achievement in art. Sketchbooks are used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic and are self – evaluated with their peers, as well as used by teachers to suggest improvements and development of skills. In the Early Years and Foundation Stage, pupil observations help teachers to assess work and encourage children to improve their skills.

Deep dives provide assessment information through book scrutinies which show evidence of progress and attainment within classes, year groups and across the school, ensuring consistency of teaching and learning. Pupil voice allows the art and design leader of learning, the art team and senior leaders to assess how effectively the curriculum is being taught and the sticky knowledge which the children are retaining. This information is then used to improve teaching and learning.

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The Role of the Art and Design Leader of Learning

The A&D leader, leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Prioritises improvements for the teaching and learning of A&D across the school and contributes to the school improvement plan, in consultation with the Headteacher and Governing Body.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in A&D.
- The subject leader will monitor children's progress and will monitor and evaluate A&D provision in the school by conducting regular work scrutiny, learning walks and deep dives. They will use this data to inform the subject development plan, which will detail how standards in the subject are to be maintained and developed further.
- Leads by example by setting high standards in their own teaching and raises the profile of A&D at Lady Margaret Primary School through best practice.
- Model lessons, as appropriate, to new staff, ECTs and peers to support continued professional development.
- Monitors progression and continuity of A&D throughout the school through lesson observations and regular monitoring of outcomes of work in A&D books.
- Ensures that all staff have access to year group plans and the relevant resources which accompany them.
- Provides 'expertise' to assist staff in the delivery of the curriculum: ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.
- Regularly prepares, organises, and leads insets and CPD activities to support staff in developing areas of A&D where they feel less confident, facilitates joint professional development – especially Lesson Study - and provides coaching and feedback for teachers to improve pupil learning.
- Evaluates, on a regular basis, the policy and scheme of work to ensure they form the basis of practice of A&D within the school.
- The subject leader will, on a regular basis, organise, audit and purchase whole school and class-based A&D resources.
- Reads widely around pedagogy relating to the learning and teaching of A&D; takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading.

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Legacy 

Morality 

Power 

Sustainability 

- Develops opportunities for parents/carers to become more involved in A&D education; keeps parents informed about A&D.
- They will ensure the high quality of A&D displays around the school, present certificates of achievement during end of term assemblies and involve the school in 'celebrations' of A&D, including participation in events such as showcase events.
- The subject leader will extend relationships and make contacts beyond the school.
- The A&D Leader of Learning creates and develops the curriculum, which identifies the Art and Design areas and artist studies, which each child should cover year by year, to include suggested tasks.
- They lead an A&D team, which meets once a term to improve teaching and learning. They also have an open -door policy which allows staff members to watch exemplary practice and make sure that teachers have the required skills with which to teach the subject effectively.

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