

**Fazakerley
Primary School**
Formosa Drive, Liverpool, L10 7LD



Art and Design Policy



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Art and Design. It reflects the essential part that Art and Design plays in the education of our pupils. It is important that a positive attitude towards Art and Design is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction

At Fazakerley Primary School, children are given opportunities to explore their ideas by experimenting, inventing and creating their own varied works of art using a range of materials. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms. They will learn how to draw, paint, sculpt and explore other art, craft and design techniques. We aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. Another important aspect of the art and design curriculum is learning about how art has shaped our history and how it reflects it. The skill of how to draw and the lines we draw being purposeful is of the upmost importance; it is essential to develop drawing skills throughout each block of Art and Design. Children are exposed to drawing at the beginning of a block; sketching out ideas and designs and developing their ideas and practise techniques such as shading and cross hatching, throughout. We believe it is essential to develop drawing skills throughout a child's education as it will in turn support their knowledge and understanding of the marks they make using other mediums. Time is allocated in the Medium Term planning to ensure teachers focus on the skill of drawing. Children predominantly use their sketchpads to develop this skill.

Aims:

- To encourage the natural abilities that every child possesses in this curriculum area.
- To help children explore the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live.
- To enable children to express their ideas, feelings, thoughts and experiences in a visual form and promote enjoyment in all art activities.
- To develop ability to use a sketchbook as a notebook for ideas and observations.



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

- To teach children to look carefully at images and artefacts from the past, the present and from other cultures.
- To help children communicate confidently and develop aesthetic judgments applied to their own work, to the work of others and to the world around them.
- To develop skills and knowledge of materials so that ideas can be generated, undertaken and completed with success.
- To use increasingly expressive language and art specific vocabulary to respond to their own work and that of others.
 - To expose children to a vast array of Artists and cultures to broaden their knowledge of Artists, techniques and cultural works.
 - To develop drawing techniques to support all areas of Art and Design.

Subject Delivery

At Fazakerley Primary School, our pupils are provided with a variety of opportunities to develop and extend their Artistic skills in and across each phase of education. Children are exposed to a plethora of purposeful and inspiring, culturally diverse artists and craft makers. They are encouraged to critically evaluate their work, the work of artists and the work of their peers. They build an in-depth knowledge of how drawing underpins our work. The children develop sketchpads throughout their primary education and explore the workings of drawing, painting and sculpture. We strongly believe in maintaining high expectations of all our pupils and that with the right support they can all achieve their full potential. We endeavour at all times to set work that has high expectations for all, is challenging, motivating and encourages children to talk about what they have been doing.

Time Allocation

EYFS – Children have free access to art and craft materials and resources, on a daily basis. The children are able to choose if and when they want to access these materials and resources.

KS1 – Children study art in blocks; 1 block per term consisting of 8 hours approx. (24 hours in total.)

KS2 – Children study art in blocks; 1 block per term consisting of 7 hours approx. (21 hours in total.)

** Block may vary due to differences in term times. Teachers are given accurate termly updates. Art is given an equitable amount of time alongside other wider curriculum areas. **

Children's Work

Sketchpads - Children will predominantly use their sketchpads to develop ideas and explore mediums



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

throughout their primary education. This provides an in-depth look at how skills have developed and how children's techniques have progressed. The children use the same Sketchpads as they move from year to year to show progression throughout their education. Children will only receive a new sketchpad when the first is full and all sketchpads should be kept to show full progression.

SeeSaw – Children's work is also recorded on SeeSaw. (Sculptures / large pieces of work / exploring materials that need to be moulded and manipulated. Evidence of verbal evaluation and feedback is also recorded using this medium.)

Resources

It is the responsibility of the Art and Design Subject Leader to purchase, store and maintain new art resources. All staff members will be involved in identifying the needs for new resources and will inform the Art and Design Subject Leader of any areas in which resources could be improved.

Environment – Displays, Working Walls and Help Desks

The learning environment is key to supporting our children's learning and displays and working walls are a valuable tool for sharing Art work and should be a vehicle for celebrating the child's work within this subject. Art work is displayed within classrooms and throughout the school. Work displayed in classrooms should be done so following the 4 domains; Generating ideas, Making, Evaluating and Knowledge. A plan of what should be included on all Art Working Walls is an appendix within the Classroom Display Policy. Displays around the school will be a vehicle to celebrate children's work.

Planning

EYFS – Follow a child initiated approach to Art and Design supported by The Early Years Foundation Stage statutory framework

KS1 and KS2 Follow the Statutory guidance: National curriculum in England: Art and design programmes of study and guidance from the NSEAD Association. This is enhanced by our bespoke Art and Design Long term map created by the Art and Design Subject Leader. Planning consists of 4 domains;

- ❖ Generating ideas -Skills of designing and developing ideas
- ❖ Making - Skills of making art, craft and design.
- ❖ Evaluating - Skills of judgement and evaluation
- ❖ Knowledge - Knowledge of skills, techniques and processes. About art, craft and design practitioners, practises and their cultural context.

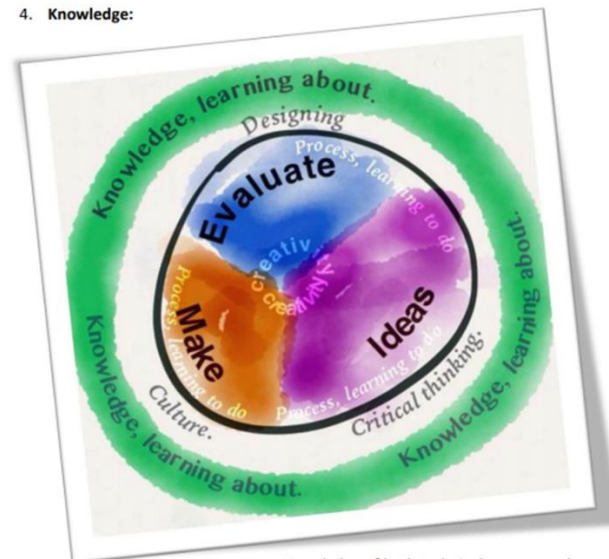


The Framework

This planning and assessment framework uses the four National Curriculum aims to define four distinct progress objectives. These are used throughout this guidance to ensure consistency across planning, teaching and assessment. Like the National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in art, craft and design. There is, therefore, continuity with previous good practice in the subject. The four progress objectives are:

1. **Generating Ideas:** *The skills of designing and developing ideas*
2. **Making:** *The skills of making art, craft and design*
3. **Evaluating:** *The skills of judgement and evaluation*

4. Knowledge:



Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced Art and Design curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

EAL



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

More Able Children

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application of Art and Design skills within a breadth of activities.

Monitoring

Monitoring is undertaken in various ways:

- The Art and Design Subject Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.
- Monitoring pupils' work in Sketchpads and on Seesaw app.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls/help desks etc.
- Staff, parent/carer and pupil voice

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. An end of unit assessment task is clearly set out in the Medium Term Planning for Art and Design for each unit covered within each year group. This task is designed to allow for the pupils to demonstrate their knowledge and skills and teachers to establish how secure the pupils are in the KEY KSU that were intended. Progression documents which outline the end of year milestones for Art and Design documenting the 4 domains (Generating ideas, Making, Evaluating and Knowledge) are also used to assess.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

See 'Assessment Policy' for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

Teachers take part in moderation sessions within school and attend LA Moderations with other schools. These moderation meetings enable teachers to moderate each other's judgements against agreed criteria to ensure parity.

Role of Subject Leader

The Art and Design Subject Leader is responsible for co-ordinating Art and Design through the school. This includes:

- Devising an Action Plan at the beginning of each academic year based on the needs of



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

the pupils, staff and whole school. To action, monitor and evaluate the progress of this throughout the year including writing an impact report at the end of the academic year.

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of Art are to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of Art and Design throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of Art and Design. Again this will be within the confines of the school budget
- Complete monitoring of children's Sketchpads/ evidence on SeeSaw.
- Carry out staff & pupil voice interviews.
- Classroom Observations and Learning Walks
- Attend Subject Leader Briefings led by the local authority.

Role of Class Teacher

- To ensure progression in the acquisition of Art and Design skills in line with this policy, our school Art and Design Vision and the National Curriculum for Art and Design
- To develop and update skills, knowledge and understanding of Art and Design
- To identify CPD needs in Art and Design and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy)
- To plan effectively for Art and Design (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment

Website Information

It is the responsibility of the Art and Design Subject Leader to keep up to date with the statutory requirements of Art and Design and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Fazakerley School we have an identified governor for Art and Design who is invited to meet with the Art and Design Subject Leader each term. This governor reports these discussions back to the curriculum committee.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

- Homework – Spelling practice
- Parent Workshop mornings
- Stay & Play sessions
- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports

Sign: T. Sinnott Date: 1st September 2021



Please find our privacy notice and data protection policies on our school's website under 'GDPR'