Art and Design Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our Art and Design curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good qualityteaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

INTENT

At Baxenden St John's, by the end of Key Stage 2, the children will have accessed an Art curriculum which develops learning and results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own artwork. They will have explored famous artists and developed skills and understanding in exploring and investigating, creating and evaluating artwork as set out in the National Curriculum so that children can reach and exceed their potential.

Definition

"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."

National Curriculum 2014

Aims

The core 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

IMPLEMENTATION (achieved through effective teaching and learning)

Early Years

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas**.**

Key Stage One

During Key Stage One, art and design is about developing children's creativity and imagination through providing art, design and craft activities which relate to their own experiences and identity.

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

Key Stage Two

During Key Stage two, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities.

Pupils should be taught:

- To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

Planning

Skills and progression in art is planned through the use of the Lancashire Key Learning documents (KLIPS), and enriching experiences. Teachers from foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for their year group throughout the year. Teachers will plan before the start of each unit, pointing out the key skills that will be taught and developed throughout. In each unit, drawing will be practiced and developed, on a whole class, group and one to one basis, to ensure the best possible outcomes for the children. Learning activities are sequenced to ensure progression, and sketchbooks used throughout the school to evidence and record work.

IMPACT OF CURRICULUM (Assessment, Recording and Reporting)

Assessment for Learning is an integral part of the planning and teaching of Art and Design, to ensure lessons are well-paced and that all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to children as soon as possible; any written marking of work will be guided by the school's Marking Policy. Activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire KLIPS documents, and are taught at the appropriate level. Samples of work are evaluated by the subject leader through work scrutinies and learning walks. Pupils add to their 'Art and Design Sketchbook' which follows the pupil through their time at school. This promotes the development of the children's 'sticky knowledge' as they make their way through the school's Art and Design curriculum.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. Reporting of Art and Design at the Foundation Stage appears within the Physical Development and Expressive Arts and Design areas of learning. An annual summative record is kept of each child's progress in Art and Design. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group. Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

Monitoring and Review

This Art and Design policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy