Inspire Education Community Trust



Art and Design Policy

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Signed	Shaukat Islam

Inspire Education Community Trust understands that art and design allows pupils to think creatively and express themselves in a variety of different ways. Art and design offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our trust is committed to nurturing pupils' curiosity and creativity, at the same time as learning about themselves and the impact of a range of artists.

By teaching art and design, pupils gain a range of fundamental skills:

- Use a wide range of tools and materials.
- Work individually and collaborate with other pupils in a variety of contexts.
- Become creative thinkers and learners, exploring their ideas and recording their experiences.
- Learn how to draw, paint, sculp, collage, use digital media and print to create art.
- Evaluate their work and the work of their peers, as well as other artists.

Intent

We recognises the importance of art and design education and its role in engaging, inspiring and challenging pupils to have entitlement to a broad and balanced curriculum. This policy will ensure the school complies with the National Curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, which is vitally important to develop, craft and design ideas and to improve their self-esteem and wellbeing.

1. Legal framework

1.0. This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

2. Early Years Foundation Stage (EYFS)

2.0. All pupils in the EYFS are taught art and design as an integral part of the topic work covered during the academic year.

2.1. All art and design objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

2.2. There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.3. The art and design curriculum in the EYFS has a particular focus on the specific area of expressive arts and design.

2.4. In the EYFS, pupils will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

3. KS1 – Art and design

3.0. By the end of KS1, pupils will be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Appreciate 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.

4. KS2 – Art and design

4.0. By the end of KS2, pupils will be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.

5. Roles and responsibilities

The CEO will be responsible for:

- Ensuring a broad and balanced art and design curriculum is implemented in the school.
- Ensuring the school's art and design curriculum is accessible to all pupils.

The head of school will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.

- Ensuring appropriate resources are allocated to the art and design curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art and design.

5.0. The subject leader is responsible for overseeing art and design across the trust:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art and design in subsequent years.

5.1. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the Senior Leadership Team (SLT).
- Undertaking any training that is necessary to effectively teach the subjects.

5.2. The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- Liaising with the subject leader to implement and develop specialist art, design and D&T-based learning throughout the trust.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of art and design objectives in pupils' individual education plans.
- Advising staff on the use of TAs to meet pupils' needs.

6. Equal opportunities

6.0. We are an inclusive Trust that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

6.1. To ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the art and design curriculum is differentiated for these pupils.

6.2. The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.

6.3. The trust aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

7. Cross-curricular links – Art and design

7.0. **English:**

- Art and design enhance the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.

- Pupils use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

7.1. **Mathematics:**

- Art and design contribute to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

7.2. **Personal, Social, Health and Economic (PSHE) Education**

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

7.3. **Spiritual Moral Social Cultural (SMSC):**

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

7.4. **Computing:**

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

8. Teaching and learning

8.0. The trust uses the principles of Talk for Writing to ensure that pupils speaking and listening skills are developed during art lessons. There is a high emphasis placed on learning subject specific which is developed using multisensory approaches in all lessons to ensure a deeper understanding of artistic vocabulary.

8.1. At least six art and design lessons are delivered within each unit of work. These are blocked together during practical tasks, to maximise the use of time and resources. At least one morning and two afternoons are dedicated to the teaching of art and design within each unit.

8.2. The structure of art and design lessons:

- Immersion in the work of the artist(s) they are studying (verbal evaluations of the artist's work)
- Skills work: direct teaching of the skills required to use the media correctly (teaching sequence and examples used from Art Express as stated on the subject overviews)
- Imitating the work of an artist (this is usually supported with a video tutorial and followed by a verbal evaluation of their own work using the text maps)
- Innovating the work of artist (suggested ideas for changes that pupils can make at this stage are detailed of the subject overview; some children may hug more closely to the model, while others may wish to be more explorative and creative in the changes that they make)
- Independent application by pupils (this stage involves a planning session, prior to the creation of the final piece, allowing children to be as adventurous and creative as they want to)
- Written evaluation of their own work, using subject specific vocabulary and age-appropriate text maps to ensure high-quality outcomes.

8.3. As part of art and design, pupils are provided with a sketchbook which is used to record all their work (some pieces, such as sculptures, may be photographed and stuck inside the book). The sequence of teaching and build-up of skills should be evident in all pupils' art and design books.

9. Planning

9.0. Planning of the art and design curriculum is systematic to ensure all areas of the National Curriculum are covered:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.

- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpting, collage, digital media, printing and textiles.
- Evaluate and analyse their work and that of others using the language of art, craft and design.
- See that their work is valued, celebrated and displayed around the school.

9.1. Progression of skills and knowledge has been mapped out by the subject leads in a **progression map**, using the objectives, to ensure a thorough coverage of skills and a progressive build-up of knowledge over a child's school life.

9.2. The progression map has been used to create progression documents. Progression documents are stored in a central location on the trust's ICT system and are accessible by all staff. These documents are used by teachers to inform planning.

9.3. The trust creates a subject overview for art and design, which includes the artists studied, the medium used, the stages of imitation, innovation and independent application.

9.4. Lessons are created using Active Inspire flipcharts. These are created collaboratively within the trust, following all policy guidance.

9.5. The subject leader is responsible for reviewing and updating the subject overviews and communicating these to teachers.

9.6. Teachers are responsible for reviewing and updating flipcharts, building on the subject overviews, considering pupils' needs and identifying the methods in which topics could be taught.

9.7. All relevant staff members are briefed on the trust's planning procedures as part of their staff training.

9.8. In our trust, art and design is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

9.9. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2', published in 2013.

9.10. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

10. Assessment and reporting

10.0. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

10.1. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.

10.2. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

10.3. Throughout the year, teachers will use the independent application tasks to gauge whether pupils have achieved the key learning objectives.

10.4. Assessment will be undertaken in various forms, as per the Trust's wider assessment policy, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

10.5. Parents will be provided with a written report about their child's progress during the summer term every year and have an opportunity to further discuss their child's progress. This will include information on pupils' attitudes towards art and design, and the knowledge levels they have achieved.

10.6. Verbal reports will be provided at parent evenings during the Autumn and Spring terms.

10.7. The progress of pupils with SEND will be monitored by the SENDCO.

11. Resources and equipment

11.0. The trust has a selection of materials, tools and equipment that are stored within year groups to ensure that all pupils have access to the necessary resources.

11.1. Each classroom library contains an array of resources and topic books to support pupils' research.

11.2. Each year group's budget covers the cost of materials and replacement tools.

11.3. Display walls across the Trust's schools will be updated on an annual basis, in accordance with the area of art and design being taught at the time.

11.4. Appropriate risk assessments will be conducted for art and design lessons. Control measures will be implemented to ensure activities can be undertaken safely.

12. Monitoring and review

12.0. This policy will be reviewed every year by the subject leader and the CEO.

12.1. Any changes made to this policy will be communicated to all members of staff.