

Northwick Manor Primary School



Art and Design Policy

July 2021

SUBJECT LEADERS:

Mrs Claire Willerton & Miss Susie Philips

OUR SCHOOL INTENT

Art Intent:

At Northwick Manor Primary School, our intention is **ambitious**. It is our intent that we offer **opportunities** for all children to access the Art Curriculum so that they gain confidence, competence and develop their imagination and creativity. We strive to give children a diverse range of experiences to allow them to appreciate and value different images and artefacts from different cultures and periods of history. Children have opportunities to try a range of media and materials to show progression of skills. They are also able to work alongside one another and other adults including artists, not only to develop their proficiency but also to widen their thinking about possible ideas or ways of approaching a task. We want them to **aspire** to be artists of the future.

We strongly believe a connected learning approach helps children to gain substantive knowledge – the building blocks of what you need to know, and disciplinary knowledge – the way in which you get better at the application of that knowledge.

The seven concepts (**Line, colour, texture, form, shape, space and pattern**) or “big ideas” are explicit in planning and teaching and are important threads which help drive our curriculum throughout the school. We organise what we teach and when we teach it in a way so that our Art Curriculum is age and stage appropriate; for example, form and space are abstract skills and are more complex so is a focus towards the upper Key Stage Two children.

When we are developing the knowledge and skills component parts within each standard, we will often reference the context in which the learning is set ‘so that’ subject leaders can easily see progression when monitoring and scrutinising work and it makes the progression model more explicit to non-specialists.

The aim of our curriculum is for children to explore visual, tactile and sensory experiences to communicate ideas and meanings. We want them to think and act like artists, crafts people and designers and have an appreciation of the role of art in their community, as well as communities around the world, that enrich lives and bring experiences and emotions to all.

Most importantly we want children to be exposed to the possibilities to think beyond what they already know and encourage self-expression and creativity which will build confidence as well as a sense of individual identity; in essence we want to give them the **power** to think and create like an artist.

AIMS AND OBJECTIVES

Art and design stimulates creativity and imagination. It can be visual, tactile and sensory and enables a different way of responding to the world around us. The appreciation and enjoyment of the visual arts enriches all our lives. Involving local artists and artistic parents, who are part of our community, will link art to the ‘real world’.

From EYFS to year six we plan to:-

- To enable children to record first hand experiences and from imagination
- To involve children in initiating their own learning, making choices and decisions
- To develop creativity and imagination through a range of activities
- To improve children’s abilities to control materials, tools and techniques
- To take risks and explore connections

- To increase their critical awareness of the roles and purposes of art and design in different times and cultures
- To develop increasing confidence in the use of visual and tactile elements and materials
- To foster enjoyment and appreciation of the visual arts and a knowledge of artist, craftspeople and designers
- To improve children's sense of diversity, belonging and self-esteem within their own and the wider community

THE LINK BETWEEN HOME AND SCHOOL

We aim to:

- Utilise the skills of the local and wider community, parents and staff wherever possible

SPIRITUAL, MORAL, AND AESTHETIC AWARENESS

We aim to:

- Encourage an awareness that other people have different personalities, cultures, habits and practices
- Ensure that there are opportunities for children to learn about and discuss gender equality in Art
- Develop empathy and the capacity to begin to understand the viewpoint of others without necessarily agreeing with them
- To help children to gain an informed and balanced view of the world and their place in it

Connected Learning

- There are important links between art and all areas of the curriculum. Art allows children to develop skills such as problem solving, communication, collaboration, developing respect, co-operation, researching and recording to name but a few
- Wherever possible to enrich other areas of the curriculum

Component Sequences of Learning and Progression of skills.

Component sequences of learning have been carefully planned to ensure that children are able to acquire the necessary disciplinary skills required in The National Curriculum.

Roles & Responsibilities

All class-based teachers teach Art at Northwick Manor Primary School. Teachers need to ensure they update their skills regularly and seek help from the subject leaders when necessary.

Subject leaders will:-

- support colleagues in teaching the subject content
- monitor current practice
- plan for and deliver necessary CPD
- develop a school policy
- facilitate the assessment of children's work
- be a consultant to colleagues in planning the Art content of their teaching
- keep people informed of possible visits and courses
- maintain Art curriculum portfolio
- collate and analyse data annually

Assessment

- Throughout the year, informal moderation takes place within each cohort.
- In EYFS teachers assess the children against the Early Years Foundation Stage Profile
- Teachers make summative assessments at the end of the academic year

Monitoring & Evaluation

During subject reviews the following takes place:-

- scrutiny of children's work
- monitoring of both medium and long-term planning
- lesson observations
- parent, pupil and staff voice
- policy review
- Feedback to the SIB

SEN/Inclusion

As art leaders, we not only want students to create art, but we also hope to create a learning environment where every student feels included, valued, and encouraged. We strongly believe in inclusivity within the classroom for all pupils and for them to be given the opportunity in reaching their full potential within an art lesson and using a range of approaches to help with understanding and ability.

We provide an enriching and creative experience for all pupils and strive to support all children by how we structure the physical environment of our classrooms. We aspire to include artists within our curriculum who may have additional special needs like Henri Matisse and John Bramblitt to promote and include diversity. We believe each child deserves to see themselves reflected in the classroom and in our art curriculum.

Date: July 2021

To be reviewed July 2023-24