



Longshaw Junior School

Success for all - Nothing Less!



Art Policy

The National Curriculum 2014 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.”

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.

Key Stage 2 Objectives:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

Art and Design at Longshaw Junior School

At Longshaw Junior school, we believe that art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to develop their creativity, skills, and knowledge through using different materials and processes to communicate their own experiences, ideas and interpretations. They are given opportunities to explore the work of artists, craft makers and designers, whilst understanding the historical and cultural importance and development of a range of art forms.

Our objectives of Art and Design at Longshaw Junior Community School

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities;
- to improve the children's ability to control materials, tools and techniques;
- 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; and
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craft makers and designers.

Art and Design Scheme of Work

Teachers are provided with an art and design scheme of work for each year group. The scheme identifies the substantive knowledge and the disciplinary knowledge which must be acquired during the year. These will be fundamental to the assessment of progress and attainment in art and design. There are also some additional skills which can be taught to enhance children's knowledge and understanding of the subject. Each year group will be given useful resources and approaches to assist in the teaching of the subject. The art and design scheme of work is intended to be working documents and are continually in development.

Planning and Timetabling

At Longshaw Junior Community School, teachers plan their art and design lessons using the school's curriculum planning format. Art and design is planned either as a discrete subject or as part of 'topic' units, depending on how teachers have organised the work and the Key Skills to be taught.

The knowledge and skills needed to be covered can be spread throughout the year so that children learn a little at a time and regularly revisit aspects of the work. Alternatively, art and design can be 'blocked' during a term. Even when a topic approach is adopted, the key skills are taught and children are expected to have covered the relevant key skills for their year group.

Teaching and learning style

At Longshaw, we use a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- set common tasks that are open-ended and can have a variety of responses;
- set tasks of increasing difficulty where not all children complete all tasks (e.g. G&T children may be expected to achieve all of the success criteria, whilst others may only achieve some of them);
- at times grouping children by ability and setting different tasks for each group (e.g. G&T children invited to an after school drawing club);
- provide a range of challenges with different resources; and
- using additional adults to support the work of individual children or small groups.

Contribution of Art and Design to teaching in other curriculum areas

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have opportunities to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Reading

Children will be given opportunities to read about artists and discuss what they have read. They will collect information about artists and different types of art using the internet and books.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and Communication Technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Digital cameras and video recorders are used to collect visual information to help the children develop their ideas and to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have opportunities to meet and talk with artists and other talented adults whilst undertaking their work.

History

Many of the history topics covered lend themselves to a wide variety of opportunities to develop the children's art and design skills, both in 2D and 3D artforms. The history linked plans created by the art co-ordinator focus on the type of art created during that time of history. For instance, Year 4 study Roman mosaics as part of their topic about 'The Romans'.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through giving children opportunities to discuss their ideas and feelings about their own work and the work of others. They also develop an understanding of different beliefs and cultures through their work on famous artists, craft makers and designers.

Teaching Art and Design to children with special educational needs

At Longshaw Junior School we teach art and design to all children, whatever their ability. Art and Design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Assessment and recording

We assess the children's work in art and design whilst observing them working during lessons. Teachers may note the progress made by children against the learning objectives for their lessons, but most of these observations will not be formally recorded. The teacher makes a termly assessment of progress for each child on Target Tracker and as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Throughout each of the topics covered in art and design, the children are encouraged to evaluate their work. Photographs of the completed final pieces of work will be included in the child's sketchbook.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources (e.g. paint brushes, paints etc.),

but the majority of the equipment and materials are held centrally in the art and design store at the end of the Year 6 corridor.

Monitoring and review

The monitoring of the standards of children's work is the responsibility of the art and design subject co-ordinator. The subject leader keeps evidence of some of the children's work in a portfolio and reviews the provision of art and design in the school each year through looking at plans, work scrutiny and child conferences. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject co-ordinator identifies the strengths and weaknesses of the subject, and indicates areas for development; which is based on the monitoring carried out throughout the year.

The role of the art co-ordinator is to:

- inspire an enthusiasm for the subject and advise staff when necessary;
- ensure continuity of progression in work across the key stage and coverage of the National Curriculum;
- write and evaluate an annual action plan;
- monitor the schemes of work to ensure progression and continuity in Art throughout the school;
- act in an advisory capacity and encourage "good practice";
- manage a budget and the ordering and maintaining all art materials used in school in consultation with other members of staff;
- develop a common approach to assessment of the subject; and
- take the lead in policy development and update the policy when required.

Policy Agreed by Staff and Governors:

Signed: D Johnson (February 2025)

Review Date: February 2027