



## **Art Policy**

### **Southwold Primary and Nursery School**

#### **Art Curriculum Intent**

At Southwold Primary and Nursery we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and opens opportunities for children to feel engaged, inspired and challenged. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become their own leader by shaping their environments through Art and Design related activities. They explore ideas and meanings through the work of artists and designers. Through learning about the functions of art, children can both reflect and shape our history, and explore the impact it has had on contemporary life and that of different times and cultures.

The aims of Art and Design are for children to:

- Record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- Develop creativity and imagination through a range of complex activities;
- Improve the children's ability to control materials, tools and techniques;
- Evaluate and analyse creative works and increase children's awareness of the roles and purposes of art and design in different times and cultures
- Develop increasing confidence in the use of visual and tactile elements and materials;
- Foster an enjoyment and appreciation of the visual arts

#### **Teaching and learning**

At Southwold Primary and Nursery School, we ensure that our Art curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all of the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them to be inspired by the excellent work of others. Challenge is the key driver of everything we do.

At Southwold, we make art and design an enjoyable learning experience. Our principal aim is to develop the children's knowledge, skills and understanding. We encourage children to use their imagination and creativity through which we aim to build up the confidence of all children. We ensure that the act of investigating and making something includes exploring and developing ideas as well as evaluating. We do this best through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance models for other children. As children get older, we expect children to consolidate and practice fundamental skills within art and design. Children are encouraged to discuss and evaluate ideas and techniques throughout the learning process. We give the opportunity within lessons for children to work on their own and collaborate with others through group work. Children also have the opportunity to use a wide range of materials and resources, including ICT. Where appropriate, art experts visit our school to work with and inspire children to develop their own creativity.



## **Equal Opportunities**

We recognise that there are children of widely different art and design abilities in all classes, 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 in a variety of ways by:

- Taking the time to develop and express ideas by all children
- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Using classroom assistants to support the work of individuals or groups of children
- Providing children with opportunity and freedom to practice and express their feelings through art and design
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## **Art and design curriculum planning**

Art and design at Southwold Primary and Nursery School is taught both as a discrete subject and through cross curricular topics based on a 'big question' approach. We plan our topics around six open ended topic questions linking to a range of curriculum areas. Our medium-term plans focus on key objectives and skills for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for monitoring and reviewing these plans. We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

All children at Southwold Primary and Nursery School have the opportunity to work towards creating a class project for The White Horse Federation Arts Festival in the Summer Term. The theme for this changes each year and is decided by Art and Music Co-ordinators from across the Federation. Children can also complete a homework project showcasing their imagination, creativity and flair. Children are also selected by their class teachers to attend the Arts Festival on the day.

## **Early Years**

As nursery and reception are part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the EYFS (Early Years Foundation Stage). These underpin the curriculum planning for children aged three to five. Our early year's curriculum focuses on opportunities which inspire creativity, curiosity, exploration, challenge and imagination. The range of opportunities offered encourages children to make connections between one area of learning to another through zones in the learning landscape and therefore extends their understanding. This is planned carefully through the different areas of the curriculum but in particular expressive art and design, music, role play and small world. We give children the opportunity to work alongside artists both inside and out, on small and large scales.



## **KS1**

In Key Stage One the principal focus of art and design teaching is to enable pupils to develop and express ideas through high quality experiences and imagination. Children will be encouraged to be creative; to develop confidence and use a wide range of art and design techniques and continue this learning as they move up the school. Children will become aware about the work of various artists and designers, describe similarities and differences and make links to their own work. This will be taught cross-curricular where possible for children to make connections and enhance their high-quality learning experiences. Most of the leaning about art and design should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as ICT.

## **KS2**

In Key Stage Two the principal focus of art and design teaching is to be enable pupils to develop their techniques taught throughout Key Stage One, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design. Children will be encouraged to be reflective and critical of their own and others' work and discuss what could be changed/adapted if done again. Children will build on and improve their mastery of art and design techniques. Children will learn, in detail, about great artists and where possible this will be taught cross-curricular for children to make connections and enhance their high-quality learning experiences. Most of the leaning about art and design should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as ICT.

## **The 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 the opportunity 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.

### **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.

### **Computing**

We use computers and technology to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras 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. Children can learn to work effectively with other people and build good relationships. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.



### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople and as a result develop more positive attitudes towards other cultures and societies.

### **Teaching art and design to children with special educational needs**

At our 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 for all pupils 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.

We enable pupils to have access to the full range of activities involved in art and design lessons. Where children are to participate in activities outside the classroom, for example, an art festival at another suitable establishment, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Children's work and performance will be assessed while observing them during lessons. The teacher passes on relevant information to other teachers. Staff hold regular parents meetings and written annual reports are forwarded to parents in the summer term. Art will be displayed, observed and returned to the child at an appropriate time. Photographs of artwork will be kept by the co-ordinator. Children from Year 1 upwards have an A3 plastic wallet holding all their final piece outcomes and this is carried up with them throughout the school to show their progression.

### **Resources**

We have a wide range of sufficient resources to support the teaching of art and design across the school. Our classrooms and shared areas have a range of basic resources, but we keep the more specialised equipment in the art and design store.

### **Monitoring and review**

The art and design curriculum champion is responsible for the standard of children's work and for the quality of teaching in art and design. The work of the curriculum champion 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 curriculum champion is responsible for giving the senior leadership team an annual impact plan on which she/he indicates areas for further improvement and the actions she/he intends to take to achieve them. This is reviewed and evaluated throughout the



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*"Be all you can be and together we will shine"*

year. The art and design curriculum champion must organise time out of class to monitor children's work, conduct pupil voice, and to undertake lesson observations of art and design teaching across the school.

Signed: Miss L Stefanovic

Date: July 2020

Review date: July 2021