



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Art

Date of Policy: April 2024

Member of Staff responsible: R. Fox

Review date: April 2027

Signature: _____

Chair of Governors

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Art Policy

INTENT

At MPS we will ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. Classroom lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

IMPLEMENTATION

We use planning agreed by the whole teaching staff, based upon the new 2014 Primary curriculum, with units being used and adapted from Kapow Primary Art and Design planning. Planning is in place across all year groups. Assessment opportunities are built into teaching units and take a variety of forms including self-assessment and peer-to-peer critique as well as teacher assessment.

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Progression maps are used within each phase to ensure a progression of Art and Design skills and knowledge across the school.

The lessons planned develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

TEACHING STYLES AND STRATEGIES

Art is taught by the class teacher. A range of styles of teaching is necessary for the teaching of Art. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include

- opportunities for teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- consolidation and practice of fundamental skills and routines;
- use of ICT, museum resources and outside visits;
- first hand experience;
- investigation work;
- classwork, group work, individual work;
- recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work;
- experience of artists and crafts people;
- provision of different media and sketch books.

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EQUAL OPPORTUNITIES

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within art and design activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL NEEDS

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in Art and design activities with help from others.

GREATER DEPTH

Staff must ensure that there are adequate opportunities for **Greater Depth** children and these should be noted within planning where appropriate. Pupils who are **Greater Depth** within **Art and Design** are offered the same curriculum as all other children however they may work on activities at an extended level.

Computers and digital cameras are available within the **Computing suite**. Appropriate software (textease paint, and other paint programs) to support the teaching of art and design is available. The **Computing suite** enables access to the Internet **and other programs/software to further support this**.

IMPACT

ASSESSMENT, RECORDING AND REPORTING.

Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills. Sketchbooks are used across the school for children to record their ideas and show progress and development of skills

Teacher assessment is used to inform future planning and to review children's progress. Specific skills are to be assessed in accordance to the 2014 curriculum and individual names recorded as those exceeding expectations and those who have not meet expectations on assessment grids. Any names not recorded on grids are at expected level. These levels are then entered onto **'Sonar'** in July. Art and Design activities are used throughout the school to assist teachers in making formative and summative assessments.

Parents receive written information about children's learning and progress in Art and design as part of their child's end of year report.

RESOURCES

The main resource used by the school is Kapow Primary planning. In addition, there may be units of work planned by the school, in place which complements the Kapow frameworks and which fits with the overall framework of skill progression across the school.



Resources are ordered by individual year groups in line with what is required to deliver the Kapow Primary curriculum.

It is the responsibility of all staff to ensure resources are ordered on time and stored safely within Year group areas.

The Role of the Art Co-ordinator is to

- manage a delegated budget and keep spending within it;
- encourage and assist in-service training;
- provide guidance and support in implementing NC and schemes of work;
- offer specialist advice and knowledge for special needs and Greater Depth pupils;
- to co-ordinate recording and presentation throughout the school after consultation with colleagues;
- advise the Headteacher of action required (e.g. resources, standards etc.);
- encourage ways of involving parents in their children's learning;
- promote liaison between school (moderation etc.);
- provide support for all who teach art and so improve the quality and continuity of art teaching, learning and assessment throughout the school

Art and Design is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied to across the curriculum to support work in other subjects, such as science, maths and DT.