



SOUTHBOURNE JUNIOR SCHOOL

Art and Design Policy

Vision for Art and Design

Art at Southbourne Junior school is about developing creative and visual thinkers. We encourage expression of thoughts and feelings about the world around the child, through the medium of Art. Through art, the wider curriculum is accessed, providing essential connectedness. At Southbourne, art encourages wellbeing and self-esteem, giving the individual child autonomy.

Aims

At Southbourne Junior School, we strive for our children to grow and develop as artists throughout their time in key stage two. In line with the National Curriculum, we aim for pupils to be able to:

- explore the world around them by experiencing artwork of different people, places and cultures with a diverse range of beliefs and attitudes
- to provide connectedness across the Art curriculum ensuring prior and future learning
- draw on multi disciplines, such as maths, science, engineering, computing and DT to enrich connectedness
- develop their observational and manipulative skills which will increase their confidence through all areas of art, craft and design.
- experience a variety of techniques, involving all areas art, craft and design, which will enable them to become proficient in drawing, painting, sculpture, printing and textiles.
- as children progress through the key stage they will further their ability to evaluate and analyse creative works of their own and others, using the language of art, craft and design.
- children will have the opportunity to research great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Learning and Teaching

Art and Design is integrated through each topic carried out within each year group. As children progress through each year group they will build upon their prior knowledge by continuing to use a variety of techniques; deepening their understanding of how they are used by looking at the work of others; and evaluating and analysing how these skills have been used and applied.

Key stage 2 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.

Connectedness

The teaching of Art and Design throughout the school contributes to learning in many other curriculum areas by:

- promoting pupils spiritual, moral, social and cultural development

- promoting key transferable skills
- promoting other aspects of the curriculum and enriching a child's learning

Art is very much integrated within our half termly learning journey's, to ensure a holistic approach. Learning journeys are enquiry led, as are each subject within that journey. To ensure curriculum coverage, there is skilled progression through making, generating ideas formal elements, knowledge of artists, and evaluation.

Planning, Progression and Assessment

We plan the activities in Art, so that the children build upon the prior learning of the children. We plan for future learning and progression with our year group learning journeys, so that there is an increasing challenge for the children as they move through the school. Our planning journey directs teachers to follow:

- the whole school curriculum map
- whole school Art and design subject overview
- year group specific overview showing Art knowledge, skills and progression map

Pupils are assessed against the skills set out in the year group progression map. Each term, teachers update the tracking grid for their class, showing whether a child is working towards expectation, at expected standard, or above expected standard. Progress is reported to parents during parent consultations and in reports sent to parents at the end of each academic year.

- evidence of art work is recorded in each child's topic or sketch book
- evidence can be in the form of planning, photos, individual pieces of work and links to the core theme objectives.
- the monitoring of children's books will enable the subject leader to give specific feedback to class teachers to support further teaching. A sample of children's books are collected throughout the year and looked at by the subject lead. During this time the subject lead will also speak to pupils to gather feedback.
- Examples of final pieces from a range of students are kept at the end of each learning journey in the year group portfolio.

Resources

The school provides a wide range of resources and materials to use for all aspects of Art and Design learning including in class lessons, learning days. All classrooms are equipped with basic art resources that are required more frequently. Specialist equipment and materials are located in the art cupboard in the upper base of the school. Paper and display materials are located in the paper store room in the lower base of the school. These are available for staff to access when needed.

A review of resources is regularly made by the subject leader and stock is replenished on a regular basis, budget permitting.

Feedback

Progress in Art and Design across the school is assessed through observation, pupil conferencing, recording of artwork and pupils' own evaluative comments in sketchbooks.

It is the class teacher's responsibility to assess the developmental process that each child goes through on their journey of creating a finished final piece. This can be recorded as observational notes and photographs of the child in lessons based on the learning objective. Children record their own journey of the process of building up skills in their sketchbooks, leading up to the final product. The final piece, or work that cannot be recorded in their sketchbook is put on display, a photograph may be taken and put into their sketchbook or kept in their topic folder. At the end of the year the class teacher will provide feedback in the annual report to parents. This information is passed onto the next teacher. A portfolio of work showing levels of work for all year groups is kept by the subject leader.

Inclusion

We recognise that not all pupils will be able to access Art and Design learning in the same way, and that more able pupils may need further challenge.

As a result, through adaptive teaching teachers may plan and look at alternative ways of recording learning. They may use adult and peer support, or provide greater scaffolding or more open-ended learning for some pupils. Teachers may also use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes. Through our teaching we provide learning opportunities that match the needs of children with additional learning needs to ensure the subject is accessible for all.

The Role of the Subject Leader

- To develop Art and Design within the school
- To purchase, organise and maintain teaching resources
- To review termly plans and ensure appropriate resources are ordered and replenished
- To support colleagues in the teaching of Art and Design
- To provide guidance and help improve the quality and continuity of art teaching throughout the school.
- To be informed about current developments in the subject and to provide a strategic lead and direction for the subject within the school.
- To monitor the standards of teaching and achievement of skills and to ensure that medium term plans for art to ensure progression across the school.
- To manage a delegated budget.
- To coordinate display board responsibility and to ensure that displays are maintained to a high standard.

Role of the teacher

Teachers are responsible for driving the passion of Art. This is through the learning and progress in Art for all the children in their class, as well as planning and resourcing. Through adaptive teaching, lessons are accessible, engaging and creative.

Health and Safety

Throughout the school children are taught to observe the rules of health and safety when carrying out activities and when using specialist equipment.

Reviewed and updated January 2023

Next Review January 2026