



Norton CEVC Primary School recognises the importance of art education in fostering creativity, critical thinking and expression. Enjoyment and achievement lie at the heart of our bespoke curriculum and this policy outlines the school's commitment to nurturing individual talents and encourages artistic exploration. It is important that all children have the opportunity to engage with visual culture. Art education helps children develop a critical awareness of the transforming power of the arts, whether in a work context, within different communities or as a leisure interest they can incorporate within their lives.

Intent

At Norton CEVC Primary School we aim to enthuse children with our Art and Design curriculum. We hope they will embrace creativity, a range of techniques, experimentation with media and being reflective. We enable them to understand the context in which art is created and be keen to experiment in their own development. Children learn about the spiritual, cultural and diverse influences of artists that shape their work. They should know how art and design both reflects and shape our history and contribute to the creativity and wealth of society. We teach children to use a range of vocabulary and reference to express their ideas about art and to evaluate their work using opinion, belief, evidence and justification. We nurture children's confidence to reflect on their own creations, believe in their own achievements and reflect upon the work of others, having experienced a diverse variety of artists, craft makers and designers. We want all of our pupils to be inspired, achieve positive results, have fun, open their minds and find themselves as individuals through the creation and exploration of art as a journey.

Aims

- 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 a variety of artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Provide a relevant, challenging and enjoyable Art and Design curriculum for all pupils.
- Meet the requirements of the National Curriculum programme of study for Art as the starting point for planning and delivering lessons.

Teaching and Learning

During the Early Years Foundation Stage, art and design falls under the broader umbrella of Expressive Art and Design, one of the seven areas of learning identified in the Curriculum Guidance for the Foundation Stage. Children are encouraged to develop their artistic creativity through the provision of a range of stimuli, materials and experiences, with both adult-led and child-initiated activities. The emphasis is very much on the process rather than the product and children are given time to practise, explore, experiment and play with ideas and skills. In the Foundation Stage the six art areas detailed above are integrated into the topic work each term.

The curriculum plan comprises 6 half-termly units of work for each year group from Year One to Year Six. The units are based on the areas of experience of Drawing, Painting, Printmaking, Collage, Textiles, and 3D. Throughout the year each class will cover the six areas in an order which allows cross curricular links between subjects to be exploited wherever possible.

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. 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. Our scheme of work is bespoke to our school enabling us to embrace local links, a diverse range of artists and relevant cultural topics.

Teaching and Learning Styles

The school uses 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, and evaluating and developing work. By providing scaffolding and support where needed, we aim to develop children's resilience, responsibility and independence toward their learning. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We celebrate the use of sketchbooks to collect ideas, try techniques and reflect on what we have discovered. Art projects allow for open-ended exploration and self-expression and opportunities for children to feel empowered to express themselves.

Roles and Responsibilities

The Headteacher carries out the following responsibilities:

- Health and Safety
- Meeting statutory requirements

The Art and Design Lead is responsible for:

- Curriculum development
- Ensuring that pupils use creative skills appropriately across the curriculum
- Overseeing equipment stock
- Ensuring the consistent implementation of the Art and Design policy
- Purchasing/organising Art and Design resources
- Discussing learning with pupils

Special Educational Needs and Disabilities

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 teaching we provide learning opportunities that match the needs of children with SEND. Teachers have the flexibility to tailor lessons to students interests and abilities to ensure a personalised education.

Equal Opportunities

Teaching approaches that provide equality of opportunity should:

- Ensure that boys and girls are able to participate in the same curriculum
- Take account of the interests by using a range of activities and contexts for work and allow a variety of interpretations and outcomes
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment

- Enable the fullest possible participation of pupils with disabilities or particular medical needs, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Spiritual Moral Social Cultural Development

Art and Design provides many opportunities to embed our Christian values and school ethos across the curriculum and we ensure that our children benefit from this whenever and wherever possible. We encourage the children to explore their own spirituality in Art, always looking to understand their own interpretation of creativity which is completely unique to them as an individual. Looking at the work of a diverse range of artists enables them to experience awe and wonder at the gifts of others which can help motivate and stimulate them in their own work. Our children understand that perseverance, one of the Christian values celebrated in school, is necessary to achieve the very best work of which they are capable. Independent thinking and understanding the emotional aspects of Art in all its forms allows the children to engage with the deeper, most spiritual part of themselves. The ethos in school lends itself to the development of a moral responsibility for their actions and this is evidenced in sharing and discussing of art work in all year groups. Our school encourages the children to explore their own feelings in Art and Design and to reach a deeper understanding of the benefits of peer evaluation in a positive and safe environment. Art and Design is an area in which the children are able to study the works and themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. It also helps children to understand their own place in the world and the environment in which we live.

Staff Training

The Art and Design Lead will be responsible for the identification and delivery of staff training requirements.

Staff training requirements will be met by:

- Auditing staff skills and confidence in the teaching of Art and Design termly.
- Arranging top-up training for individual staff members as required.

The Art and Design Lead will remain up-to-date with the latest developments in Art and Design teaching through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

Monitoring and Review

The Art Lead meets each half term with the staff that teach art and design through the school. This enables a discussion about the teaching and learning curriculum and any improvements, resources and changes that may be required. Regular book looks, pupil voice and lesson observations are embedded in the subject lead monitoring cycle. Examples are uploaded to seesaw as evidence of teaching, learning and attainment in lessons.

Assessment

Teachers should use appropriate approaches to assessment that:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means;
- Are familiar to the pupils and for which they have been adequately prepared;
- Provide clear and unambiguous feedback to pupils to aid further learning and refine their artistic abilities.

Effective teachers employ a range of assessment strategies in order to monitor pupils' progress and attainment. Questioning is used extensively to probe and extend understanding. Supportive and constructive

feedback is provided to all pupils. Assessment is used as a diagnostic tool, which informs future learning. Pupils should be supported in assessing their own work and in identifying targets for improvement. Characteristics of effective assessment practice include:

- Questioning is used throughout the lesson in order to judge pupil understanding;
- Mistakes and misconceptions are used constructively to facilitate learning;
- Pupils are encouraged through verbal target setting to improve progress and attainment.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to staff. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

The Suffolk Art and Design Advisory Service strongly recommends that all Suffolk schools should adopt the guidance provided in the following Health and Safety documents:

- A Guide to Safe Practice in Art and Design - DFE - London: HMSO - ISBN 0 - 11- 270896- X Stationery Office publications are available from: PO Box 276, London SW8 5DT Telephone orders 0171 873 9090 e-mail: book.enquiries@theso.co.uk <http://www.national-publishing.co.uk>
- Art Care - Suffolk Advisory Service
- Health and Safety in Ceramics: A Guide for Educational Workshops and Studios - The Institute of Materials (formerly the Institute of Ceramics) ISBN 0 90 109242 8

Signed: Alison Cole

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