



## **Cornerstone Multi Academy Trust**

### **Art and Design Policy**

# Cornerstone Academy Trust

## **Aims and objectives:**

The school believes that art is a vital part of the education of all children and we aim to ensure that art has a high profile. It is important that the actual teaching of Art skills and Art Appreciation are taken out of the topic framework and taught as a subject in its own right, as well as being used to enrich and extend the teaching of other subjects. High quality arts provision is embedded in the ethos and planning mechanisms of the school. The school's aim is to provide an art curriculum which will enable all children to reach their full potential in learning in art through investigating and making and through the development of their knowledge and understanding of the subject. Every child in the school participates in a focused 45 minute session in the art studio every week in addition to topic framework provision within the classroom:

- to ensure all children and young people experience the richness of a broad arts curriculum
- to nurture artistic talent and develop children's young people's transferable life skills that arise from successful arts education, including the creative use of imagination and considered risk taking, co-operation, tenacity, flexibility and responsibility as well as leadership and entrepreneurial skills
- to strengthen partnerships and build new partnerships which make the arts sustainable and bring benefit to children, young people and the wider community
- to provide every child and young person with opportunity to be inspired by the arts and achieve success through the arts
- Ensure art and design had measurable targets that aim high and are monitored and reviewed in line with all subjects.
- ensure our arts facilities and resources are of the highest quality and accessible to the full range of children/young people including those who have special needs, are carers or are hard to reach
- recruit specialist arts teachers or if necessary provide additional support for non-specialists through our CPD and partnerships programme (other schools)
- provide children/young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships at least three times at each key stage
- have in place systematically (see all units of work) planned opportunities provided by the arts for students to know and celebrate the range of world cultures that are reflected in the arts through local, regional, national and international sources
- ensure all teachers and support staff have opportunities for professional development in the arts that inspires their own creativity and keeps them abreast of innovation in the arts as well as developments in wider education on at least an annual basis

### **Curriculum Organisation**

To achieve that aim, the school will plan a range of activities in art which provide opportunities for pupils to:

- record responses, including observations of the natural and made environment;
- gather resources and materials, using them to stimulate and develop ideas;
- explore and use two and three-dimensional media, working on a variety of scales;
- review and modify their work as it progresses;
- develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work;
- respond to and evaluate art and craft including their own and others' work;
- show development in their ability to create images;
- understand and apply the basic principles of art and craft to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
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### **Teaching and Learning**

Art will be taught in periods of blocked time allowing for the development of skills and understanding in depth.

Whilst art will at times be related to topic work or other cross-curricular links, teachers also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject.

Planned activities will take account of pupils' previous experience in art.

Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

Teachers will ensure that the objectives of lessons and the criteria for success are clear to all pupils.

Where the supervision of art activities for specific groups of children is delegated to Support Staff, they will be well briefed and able to support pupils effectively.

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

The school recognises that care in the effective display and presentation of pupils' work and resource materials, and the efficient organisation and presentation of equipment and materials, has a positive effect on pupils' learning and on their respect for the subject.

### ***Use of Sketchbooks***

Sketchbooks are used throughout the school from year 1 to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- a record of what has been seen;
- preparatory studies for further work;
- the development of ideas for further study;
- a record of the development of basic skills;
- photograph and other illustrative material to support on-going work;
- colour schemes and trials;
- a record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;
- ICT prints and image manipulations.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be evidence for assessment and reporting purposes.

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of Art teaching and learning;
- to update documentation where necessary;
- To review regularly the contribution made by Art to a meaningful curriculum.

### ***Equal Opportunities and Inclusion***

Art plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

### ***Assessment, Attainment and Progress***

The Art Leaders, and the class teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Participation and achievement in the arts are recognised and celebrated in the school and opportunities for sharing should be seized:

- Annual Whole School Art exhibition - where every pupil has work on display
- Arts Award
- Community opportunities
- Display within the school
- Work shared with parents

### ***Assessment, Recording and Reporting***

While recording is kept to a minimum it is enough to note an individual pupil's progress and to provide guidance for future teaching and learning. The curriculum plans will form in art an aspect of the record of Art taught. Subject specific art planning is kept by the Art leader.

Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the Art Leader and specialist staff.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Art leader monitors and facilitates the teaching and progress in Art by:

- Planning an art curriculum for each year group, based on the progression of skills and experiences.
- Planning and resourcing daily art sessions
- Resourcing each session and directing support staff where necessary
- informal discussions with teachers, support staff and children
- advising teachers and support staff on the use of sketchbooks and evidencing progression
- an annual resource audit and analysis
- assessing work and progress;
- Observing lessons and giving feedback

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The allocated teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Art Leader as soon as possible.

### ***Review***

#### ***This policy is monitored through:***

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires