



Golden Valley Primary School Guidelines for Art and Design.

Intent

In line with the 2014 National Curriculum for Art and Design, our aim is to provide a high-quality art and design education that is accessible and provides all children with the opportunity to express themselves creatively through a wide-range of artistic techniques and mediums. Our children will develop their art and design skills across a range of forms including sketching, drawing, printing, textiles, collage, 3D/sculpture and digital media. Pupils will develop their artistic proficiency by choosing tools and mediums deliberately for effect, by using techniques with increasing accuracy and by exploring and analysing their own and other's work. As they progress through the school they will learn to observe work from different artists, designers, craft makers and architects from a range of different periods and cultures (including those in their own locality), developing their own views and using this to inspire and develop their own artwork. We aim to inspire our children by creating an artist's mindset where they are able to explore, experiment, compare and evaluate their own and others artwork. Our art and design curriculum is designed to enable children to grow in confidence whilst developing their own skills, creativity and individuality as an artist.

Our intent is that...

- Children will develop the imaginative and creative skills to be experimental and confident using a wide range of art and design skills.
- Children will critically evaluate and express opinions on their own work and that of others.
- Children will have an understanding of how art contributes to our history and culture.

Role of the Subject Leader

The Art and Design Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

The subject leader will oversee the maintaining and ordering of equipment and materials to support the art and design curriculum. The subject leader will also ensure high standards across the art curriculum through effective monitoring, modelling of lessons, and support with planning, as appropriate.

Implementation

Teaching and Learning

At Golden Valley, art and design is taught as discrete units over the school year. Skills are taught explicitly, in line with the skills progression document. This ensures children are able to develop depth in their knowledge and skills over an extended period. Art and design skills are also developed as part of our wider curriculum and children have many opportunities to use their art and design skills in their daily lives at school.

The art and design subject leader and curriculum lead work together to co-ordinate and support the development of art and design throughout the school. It remains the responsibility of each teacher to deliver appropriate art and design activities and to monitor and record pupil progress in art and design.



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Planning and Resources

Planning: Our art curriculum is delivered by teachers who use the Lighthouse School Partnership planning. The scheme is carefully mapped out to ensure progression of knowledge, skills and vocabulary across the primary range. It covers all objectives in the National Curriculum and allows knowledge and artistic skills to be revisited and expanded. The planning document ensures the curriculum is covered and that the skills/knowledge taught is progressive from year group to year group. From year two, teachers will plan for the children to use sketch books in order to record ideas and as a record of their developing skills. These books move up through the school with the children, becoming a lasting record of their progression.

Year group teams make adaptations to the planning to meet the needs of the children, such as children with SEN needs. When planning, the school's own context is also considered and opportunities for learning outside the classroom are maximised to further support the contextual relevance of the art curriculum. Where possible, educational visits will be planned to provide another opportunity to experience art and design. Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

Resources: Teachers will either select materials from the art and design resource area, purchase any materials for an art unit through their class budget or decide to use recycled materials. From the youngest age, children are taught to use tools, equipment and materials in a sensible, safe and efficient manner.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to art and design and all staff members follow the equal opportunities policy. Activities are adapted for children with SEND and children who are working above Age Related Expectations (ARE) to support and challenge appropriately.

All children have the right to access the art and design curriculum and teachers adapt their teaching and learning tasks and activities to ensure an appropriate level of challenge is provided for all pupils. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Parents and Carers

Parental/carers involvement is highly encouraged, particularly where a parent has specific expertise to offer. Parents will be regularly informed of when their children are learning new skills so that the discussion can continue at home and so parents can volunteer to come in to school and share any specific knowledge/skills they have.



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Impact

Our approach to the art and design curriculum results in a fun, engaging, and high-quality education. Pupils share and evaluate their own work as well as that of their peers. Evidence such as this is used to feed into teachers' future planning. This supports varied paces of learning and ensures that all pupils make good progress.

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups.

Classroom and wider school displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment celebrates, and is enhanced by, children's achievements in art. The art and design curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection.

Formative Assessment

Self-assessment

As an integral part of the art and design process, children are encouraged to reflect and review their own work, recording their thoughts in sketch-books.

Peer-assessment and discussion

Pupils may work with a partner to review and help improve their work.

Open questioning and observations.

Teachers will use open questions and observations to assess children's understanding of vocabulary linked to the topic being taught.

Summative Assessment

Children's knowledge and skills are assessed by the teacher during lessons and at the end of each unit.

Teachers complete termly art and design assessment sheets specific to the unit taught. The art and design subject leader monitors assessments across the school, providing advice and support for teachers as appropriate.

Evidence of children's work will be recorded in their sketch books, curriculum files and in pieces of work displayed around the school which may then be photographed for evidence. Many areas will be evidenced through teacher observation during the lesson.