



# Art & Design Policy

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<b>Date of Issue:</b>	September 2024
<b>Review Date:</b>	September 2025



# Teaching and Learning in Art & Design

## Teaching and Learning Documentation

In order to effectively communicate each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

## Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared, and next steps are actioned.

## Delivery of Art & Design

Our Curriculum links subject areas from 'The Arts' with a subject area from 'The Humanities' where appropriate e.g.

- Art & Design and Geography
- History and Design and Technology

This ensures that each year group will teach one 'Arts' and one 'Humanities' subject for a half term, and then will swap for the next half term. This provides three-concentrated periods of learning for each of the subjects across the academic year.

The structure differs across the year groups to ensure delivery of each subject somewhere across the academy through the entire academic year.

## Lesson Content

In support of foundational understanding of Art & Design, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:

- **'What is' statement** – As each Art lesson commences, children will be reminded of the definition of the subject – “Art is exploring ideas by experimenting and creating works of art using a range of skills and materials.”
- **'Can I' statement** - Children will use a sticker in their sketchbook (where required for lessons) identifying the date and 'Can I' statement.
- **Reference to skills of an Artist** – Children are reminded of key skills that are commonly used in this subject area i.e. painting, drawing, sketching, sculpture, collage, print and digital media.
- **Interactive Lessons** – All Art lessons are interactive, ensuring that children are engaged and eager to participate. Curiosity and experimentation with media and materials is encouraged and celebrated, enabling children to use problem solving and enquiry skills as a vital part of their artistic journey.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson is shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment, and purposeful reflection from learners.

## Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Art & Design effectively, the following strategies have been implemented: -

- EYFS – Floor book for 'Art Studio' area (including outdoor Art)
- Year 1 – Class Art & Design Floor book and Earwig for Autumn term. Followed by individual sketchbooks in Spring and Summer term, and Earwig
- Year 2 > 6 – Individual sketchbooks and Earwig

\*\*Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners\*\*

## Assessment

Throughout Art lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up. The Class Teacher assesses children after each project based on the knowledge and skills they have demonstrated over time with a focus on the progress they have made. This process uses evidence from the child's sketchbook and observation carried out over time (recorded in the Class Teacher's floor book/sketchbook). This enables the Class Teacher to make judgements on whether the child is working towards age-related expectations, working at age-related expectations, or exceeding age-related expectations for that artistic skill. These judgements will be recorded termly, following each project based on examples/images of the children's work in staff floor books and prevalent assessment information will be added to the assessment section of the working plan for that project. The Subject Leader will moderate assessment judgements in-line with the school's assessment calendar. All year groups use the 'Primary Art, Craft & Design Progression' by Paul Carney to plan lessons, ensure progression and assess learning.