



Burscough Bridge Methodist Primary School

Art and Design Policy

Mission Statement

'Let Your Light shine to all'

(John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

Vision

As a truly distinctive Methodist school, our vision is to be a Welcoming, Worshipping and Witnessing presence in the village and community. At Burscough Bridge children thrive emotionally, spiritually and academically to be the person God intended them to be; a school that the local community and church can take great pride through.

Intent

At Burscough Bridge Methodist Primary School our Art and Design Curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work is purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art and Design, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Aims

The national curriculum for Art and Design aims to ensure that all pupils:

- 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 great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
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Implementation

Planning: All staff are briefed on the planning procedures for Art and Design in staff training/meetings and through email communication. Teachers are encouraged to make links to other subject areas, whilst ensuring that children learn explicit subject content.

Long Term Planning: The curriculum map outlines the units and focuses to be taught in each year group.

Medium Term Planning: Teachers should complete a medium-term plan for each unit of work so that they can plan for clear progression. Medium term plans will be shared with the subject leader to ensure there is progression between years. These may then be shared with all staff during staff meetings and with Governors. Medium term plans should provide of overview of each unit of study, breaking it down into individual lesson or 'chunks' of learning. As a starting point, teachers should look at the learning content within the National Curriculum for Art and Design. The medium-term plan should identify learning objectives, main learning activities and differentiation.

Short Term Planning:

Short term planning is the responsibility of individual teachers, who build on their medium-term planning by taking account of the needs of children in their class and identifying the way in which ideas might be taught. It is recommended that teachers annotate their medium-term plan after each lesson and after continual assessment for learning, ensuring fluidity between sessions. This document can then serve as a short-term plan. These plans are solely for the benefit of the class teacher and do not need to be shared with the subject leader.

Teaching and Learning:

All lessons have clear learning objectives, which are shared and reviewed with the pupils. Lessons make effective links with other curriculum areas and subjects. Children are encouraged to develop their skills of observation and evaluation enabling them to be involved in discussion about their own works of art. Children use the environment, artefacts, the work of famous artists, and textiles for observation and as a stimulus for their own work. Children should express, record and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials. Children are encouraged to use the correct materials and tools to fit the purpose of the task. Children have opportunities to practise and develop their skills. Children have opportunities to work in 2D and 3D. We encourage them to make judgements and evaluate their work.

Assessment and Recording:

Year 1-6 - Verbal feedback will be given to children during the lesson and teachers will assess children against the skills taught at the end of each lesson.

The assessment sheet will be completed at the end of a unit of work and a copy given to the subject leader at the end of the term it is completed in.

Children sketchbooks will be a recording of development of skills and also an evaluation of their work. Final pieces will be completed in the way in which is best suited and a photograph may be taken.

EYFS – Children will be encouraged to think about the process of their art work and guided to develop their ideas supported by an adult. Children will record work on a range of different surfaces in a range of different ways – for example colour mixing may take place outdoors in puddles with powder paint. Children's work will be recorded on observation records, maybe recorded on See Saw.

Equal Opportunities:

We aim to create equality of opportunity for all our children, whatever their gender, abilities or background and give them chance to demonstrate what they know, understand and can do.

Special Educational Needs:

The School's Policy document for Special Educational Needs explains in full the procedures which are in place for providing for pupils with Special Educational Needs. This is in line with the Code of Practice for all L.A. Schools. Within Art and Design, tasks are differentiated-sometimes by outcome- to ensure access to the National Curriculum and to offer activities which are relevant to the development of the child.

More Able Pupils:

Pupils who are working above the expected standard for their year group benefit from a curriculum which offers greater breadth and depth in order to extend their learning.

Health and Safety:

Teachers should be aware of the health and safety implications of the art and design curriculum. Children should be made fully aware of the potential hazards of tools and equipment and be taught to use equipment safely.

Impact**The Role of the subject leader:**

The core purpose of the subject leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improve standards of learning and achievement for all pupils. This is done through the regular monitoring and evaluation of children's learning in the subject which informs future developments and actions to drive further success. Subject leaders report their findings to staff and Governors which may be used to inform the strategic direction of the school.

Monitoring and Evaluation:

The purpose of monitoring is to evaluate progress in learning and retention of key information. A range of evidence is considered when the subject leader monitors and evaluates learning including:

- looking at children's work in both paper and digital formats
- lesson drop-ins
- pupil conferencing
- teacher conferencing meetings

Review

The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Subject leader - Mrs L Tyrer

Date: Autumn 2024

Review: Autumn 2027