



## South Molton Community Primary School

### Art and Design Intent

Art and design is fundamental to cultural engagement and personal development. The subject fosters creativity, imagination and develops confidence skills that are transferable to other subjects; promotes diversity and respect, shows that making mistakes can be liberating and opens up new opportunities. This in turn, encourages our children to look at details, evaluate and form interesting creative journeys.

At our school, we would like children to create, enjoy and value different forms of art. We teach art in a cross-curricular way through our exciting 'knowledge based projects'. We have an art week each half-term, focussing on the following art areas: drawing, painting, printing, 3D art/sculpture, collage and textiles. This provides brilliant opportunities to explore different art and design themes as a whole school. Our art curriculum allows children to explore a range of skills, artists, styles and genres. We use working artists for projects in school and are regularly involved in community art projects. Our aim is for children to understand that art is made by all sorts of people, in a variety of ways. The children are encouraged to use and explore our amazing grounds to observe, explore and inspire their art. We use sketchbooks from year 1 to year 6 to record our art journey within each topic as well as art folders for EYFS.

We are proud that we have been recognised by Artsmark and awarded our first Artsmark Silver Award. We will be aiming for our Gold in the near future.

'SMCPS have clearly demonstrated that you are promoting arts and culture values; that children and young people can develop their skills over a longer period; that a senior leader drives and develops provision across all phases, and that art is showcased and displayed effectively and clearly evidences the whole setting's planning for arts and culture.'

Artsmark 2019



## South Molton Community Primary School

### Art and Design Policy

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### Aims

The National Curriculum for art and design aims to ensure that all children:

- 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.

### **In Early Years Foundation Stage we provide opportunities for children to:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Sing songs, make music and dance, and experiment with ways of changing them.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

### **Implementation**

Children will develop knowledge, skills and understanding through a range of practical tasks. They will explore materials such as paint, malleable materials, paper, fabric, pencil, ink, charcoal, pen and printing; explore nature, human form, landscapes as well as significant people, artworks and movements. Through this exploration, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

The Artsmark and Arts Award are now embedded within the culture of our school. Our whole school approach has developed towards promoting the arts through our Knowledge Based Learning Projects and many positive experiences have taken place, such as: integrating Arts Award to develop well-planned arts activities, partnerships with South Molton Community College, Beaford Arts as well as yearly local community projects. Art accreditations and the Arts Award will continue to be delivered.

We will have sketchbooks to record children's learning and progress in art in KS1 and KS2 children and art folders in EYFS. Children's art can be seen on display in school, giving them ownership of their environment and celebrating their art achievements. All staff take responsibility for developing arts and culture within the school.

### **Sketchbooks**

The contents of sketchbooks to include: experiments with using various mark making, drawings and ideas in a range of media that are:

- A record of what has been seen through observations
- Research related to exploring a skill or artist
- Photograph and other illustrative material to support on-going work
- Colour schemes/ mixing and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit

- Details of something that will be drawn or painted in entirety

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes. They are personal and a working documentation of an individual's ideas and progression within a skill.

## **Impact**

Art contributes to children's personal development in creativity, independence, judgement and self-reflection. It encourages children to develop a sense of ownership over their work and reflect on their experiences through evaluating their progress and development. We share our art work created within the topics with parents/carers throughout the year. Children show willingness to participate in a range of artistic opportunities and respond well to this.

We ensure that art is included across key stages within our curriculum topics, with a level of progression that supports and challenges our children so that they develop lively, creative, enquiring minds. We aim to provide our children with the skills and knowledge that will prepare them for successful, healthy lives in the ever changing world that we live in.

## **Assessment**

- Children in EYFS, Key Stages 1 and 2 will keep sketches, pieces of work in a sketchbook and/or art folders. These can be used for teacher's assessment and for monitoring progression.
- Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve.
- We promote the use of a holistic approach to assessment in art, using conversations and sketchbooks as a way to open dialogue about skill development and progression within each year group.

## **Organisation**

Art lessons are taught within our 'Knowledge Based Learning Projects' through art weeks each half-term. Each project is taught half-terminly with at least one each term covering an art focus linked to the topic.

Different groups also take part in art enrichment sessions and Arts Award projects during each year.

## **Inclusion**

The art teacher supports and facilitates access to the art and design curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of art at South Molton is the belief that art is expressive, unique and personalised to them. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level.

This is done by:

- Setting common tasks that are open-ended and can have a variety of responses
- Incorporating gradual increases in difficulty of tasks
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allowed students to access art in the most preferable or suitable way for each individual.

## **Wider Themes**

We promote an active participation in the arts to develop cultural capital within our school. We encourage children to not only experience the arts but to explore and create; to learn about themselves as individuals and learn from meaningful experiences linked to their own lives.

Outdoor learning is intrinsic to our school; alongside art, it promotes curiosity, creativity and imagination. It allows pupils the freedom to explore within a real-life context and builds a firm foundation for further exploration and lifelong learning! Cross-curricular themes promote children's self-confidence, self-knowledge, and self-esteem.

We have strong relationships within our local community – we visit local residential homes, take part in many local events and make connections with local businesses and art groups. As well as this, we produce termly productions, sing in choir groups and offer a range after school clubs based on interest of the children.

## **Role of the art and design subject leader**

The roles of the art and design subject co-ordinator are to:

- Inspire learning through bringing art and design alive for our children
- Write and deliver the art policy across the school
- Coordinate Arts Award projects each year
- Coordinate involvement in community art projects
- Order and maintain art equipment
- Create appropriate displays of children's work within the school

- Monitor and evaluate the learning and teaching of art and design within the school including book scrutinies
- Collect selected examples of children's work from the half termly projects.
- Provide specialist support and guidance to colleagues on teaching projects and planning
- Encourage parents to be involved in their children's learning in art and design

**Date: Dec 2021**

**Review Date: July 2023**