

Milton Primary Academy

Art and Design Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

Subject Vision:

At Milton Primary Academy, our art and design curriculum inspires and challenges pupils, equipping them with the knowledge and understanding to experiment, invent, enjoy and create their own works of art. As the children progress through our academy, they should think with increasing criticality and develop a more rigorous understanding of art and design as they improve their mastery of art and design techniques. We believe that children should also know how art shapes our history and that it has strong links with the culture and creativity around the world. Our vision is to develop and stimulate the children's interest in art and design allowing them to express themselves in a variety of ways.

Principles of Outstanding Art:

These are the 'Principles of Outstanding Art' at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that art should be taught across the academy.

Principle 1: Children are **excited and enthusiastic** about art and design, as they are taught to **know more and remember more**.

Principle 2: Children **lead their own learning**: asking and answering their own questions about **the art that they create and explore**.

Principle 3: Art is **practical and hands on**; by using their sketchbook, children enjoy learning through creativity and exploration.

Principle 4: Teachers use a **range of effective assessment strategies** to inform the planning and teaching of art.

Principle 5: Teachers introduce children to a range of age-appropriate **art and design terminology**, and they remember this and use it confidently.

Principle 6: Children and adults appreciate the **awe and wonder of art**, making links to how, where and why it forms part of their everyday lives.

Principle 7: Teachers enable children to access a **range of enrichment opportunities**, both within and beyond the curriculum.

Art Curriculum:

At Milton Primary Academy, we aim to provide an art curriculum that is creative, inclusive, challenging and inspired by the real-world. It inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The art areas of study are set out in the Early Years Foundation Stage Framework and National Curriculum 2014.

EYFS:

In the Early Years, we teach art and design through the Expressive Arts and Design strand of the Early Years Framework.

Ongoing experiences and opportunities linking to children's developing understanding of the world are planned from the objectives set out in the Early Years Framework. These underpin the curriculum planning for children aged 3-5 at Milton Primary Academy.

The experiences that we provide ensure that children develop a secure understanding of how to express themselves through the mediums of art and design. By the end of the Reception year, they will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

KS1 and KS2:

The Primary 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.

With this in mind, our programme of study for art clearly sets out what will be taught and learnt at each point in the year for all year groups, including a range of famous artists.

Sketchbooks

How do we use sketchbooks?

- Sketchbooks should be dated – short date (1.1.21) is sufficient.
- The learning intention should be recorded at the start of each piece of work relating to the knowledge they will be taught. This can be a pre-made label e.g. To design a clay tile using a range of different clay techniques.
- Titles can be used to show a general theme of the art work e.g. Popart
- Sketchbooks should be used to show the whole process from initial ideas and mind maps to the final piece at the end of the unit.
- Use 'ERICA' as our model for ensuring breadth and depth of creativity when using the sketchbook

When do we use sketchbooks?

We use sketchbooks during art and design activities whenever pupils need to:

- develop and organise their thinking, to inform making activities
- develop and improve their designs
- evaluate and assess their own work and that of artists
- experiment with materials, media and colour
- capture and record their imaginative ideas
- collect images to inform the development of their work
- organise their thinking through annotation, labels, thought bubbles and listing intentions
- record their responses to looking at works of art, craft and design
- share their designs and planning with others

ERICA

ERICA – we use this acronym as a useful tool for helping pupils to understand the different ways the sketchbook can be used. Each letter of the acronym represents a different approach to the gathering of information. However, each of these are integrated and take place concurrently.

E – exploration, experimentation, engagement

R – recording, researching, responsiveness

I – investigating, information, ideas

C – collecting, communicating, confidence

A – analysing, assimilation, adventure, peer/self-critique

Special Educational Needs

Through the equal opportunities policy, teachers will plan to ensure all pupils, including those with special educational needs, can access the art curriculum. This will ensure that all children access the same art curriculum.

Assessment

Formative Assessment (AFL): During the teaching of each National Curriculum objective, children's subject knowledge and artistic ability will be assessed using formative evaluation by their class teacher on a lesson-by-lesson basis. Teachers will consider the art objectives covered during each session and the end-goal that is to be achieved; in doing so, they will then make judgements that are subsequently used to inform future teaching based on the children's artistic competencies relating to the piece of art produced or explored.

Feedback to pupils about work in sketchbooks

- Where possible, children will receive verbal feedback during the lesson, based on the knowledge they are learning and developing.
- Written marking, or critique by a peer, will take the form of a post-it note. In many cases, children take great pride in their composition and presentation. In this context, writing a comment onto these pages can be viewed as a lack respect for their efforts.

Summative Assessment: At the end of each project, teachers make a summative judgement relating to the children's knowledge and understanding of artistic context and composition in line with the objectives set out in the National Curriculum. This information is recorded on an online database, allowing our academy leaders to track and monitor the progress and attainment of individuals as they make their way through the school.

Enrichment

Enrichment activities are carefully planned to enhance curriculum art giving pupils the opportunity to broaden their experience and take part in art. There is a healthy tradition of extracurricular activities at Milton Primary Academy led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs; a register for attendance will be always be taken.

Monitoring

Art is monitored in a number of different ways. All subject leaders at Milton Primary Academy are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught, is a valuable tool to improve understanding of their likes and dislikes. It can provide insight into how the art curriculum may be improved or enhanced.

Lesson observations and book looks play another important role in providing valuable feedback about the quality of teaching and learning across the academy. This provides an opportunity for the art leader to evaluate the quality of education in a given subject area and identify priority areas for development which subsequently inform investment in CPD.

Health and Safety

In all areas of art, health and safety guidelines will be strictly adhered to in order to promote safe practice when using certain art materials or equipment.

