

Kirkby Malham Primary School

Art & Design Policy

Approved by:	Settle and Malhamdale Primary Federation
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Last reviewed on:	February 2023
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Next review due by:	February 2025
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Vision:

We believe that the learning of Art and Design encourages children to develop their creativity and understand their place in the world as a creative, confident being. Our curriculum enables children to understand how it connects us with our past and helps us embrace the present.

Intent:

At Kirkby Malham Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

We aim to:

- To provide children with a broad and balanced experience in all areas of the Arts.
- To provide opportunity for children to explore why art is relevant to all our lives.
- To encourage children to feel entitled to develop their creativity and understand their place in the world as a creative, confident being. To provide a safe place to experiment creatively.
- Provide opportunities to explore and develop ideas.
- To investigate and make art, craft and design and learn to evaluate and develop their work.
- To learn about a diverse range of artists, craftspeople and designers of different times and cultures and localities.
- To understand 'what is the purpose of art?' and understand how it connects us with our past and helps us embrace the present.

Implementation:

At Kirkby Malham Primary School we use the Chris Quigley Curriculum Companions which enables us to provide a rich and exciting visual arts curriculum. This allows children to be exposed to a range of topics that build systematically upon one another and to learn through experience and build knowledge and vocabulary effectively. The scheme also emphasises an outward looking approach towards activities and artists, making the curriculum fully inclusive and relevant to all pupils. The units of study have knowledge categories running right the way from Y1 to Y6, this ensure that all learning is consistent and all children are exposed to the same language.

Children across school art every week unless a more flexible approach is needed. During an art session we endeavour to teach in the following structure:

- Revision of previously taught knowledge from the unit overview/previous lesson.
- New knowledge introduced, with examples used as much as possible.
- Artist study to inspire and learn new techniques.
- Sketch book development to develop knowledge, skills and reflect on progress.
- Sketch books will be used to help new knowledge to stick in pupils' long term memory.

Children begin each unit by recapping key knowledge from the previous unit; they will revisit lessons/previous knowledge as appropriate to ensure that children have a solid foundation for their Art and design learning for the remainder of the year. This may mean some units are adapted to meet the children's needs and to ensure the curriculum is accessible by all pupils.

We sequence our lessons carefully and plan with the children at the forefront. We start with a key question and ultimately at the end of the unit will be able to answer the question.

Throughout the unit we will use POP tasks – Proof of Progress. These tasks allow teachers to assess as the unit progresses and also enable teachers to differentiate the questions/quizzes. In mixed age classes this will give the teacher a good knowledge of where children are in their art understanding.

Occasionally, we may use supplementary teaching resources. This may be in order to provide additional enrichment or variety of opportunities such as local artists to visit.

Impact:

At Kirkby Malham Primary School we aim that children continuously build their knowledge in Art and Design as well as their skills. In order to ensure that children's understanding of the curriculum is progressing, the Art and Design subject leader and the Senior Leadership Team will undertake monitoring and evaluation.

This monitoring and evaluation may take the form of informal drop-ins to lessons, or conversations with pupils and teachers and sketch book scrutiny. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader produces an annual summary report evaluating the strengths and areas for further improvement.

In order to determine whether children's skills and vocabulary are developing in line with the curriculum, children will undertake knowledge checks at regular intervals, usually at the start of most lessons. Sometimes they may be team quizzes or recorded in backs of books. These will always be low stakes and children will be encouraged to go back and find the answers in their sketchbooks if needed.

Assessment

There are no national standards in Primary Art and Design, so we advocate gentle, ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at

outcomes of the journey and end result. Through our POP tasks we will be able to ascertain whether children are working at the Basic, Advancing or Deep level.

Equal opportunities & SEND

All pupils, whatever their individual characteristics and needs, will find benefit in this curriculum. They will be encouraged to aspire to their own highest level of achievement through creative work which contains the necessary qualities of adaptability, flexibility and support. They will be encouraged to fulfil their potential as all children have equal entitlement to the Art and Design curriculum.

Considerations of ethnic and cultural needs should be incorporated in the planning stage and pupils are encouraged to appreciate, value and celebrate the attitudes and customs of a range of cultures by studying a rich, diverse mix of artists.

Health and Safety

Class teachers should always be aware of the health and safety of children in teaching art and design and appropriate risk assessments should be completed if the task is deemed to be risky.