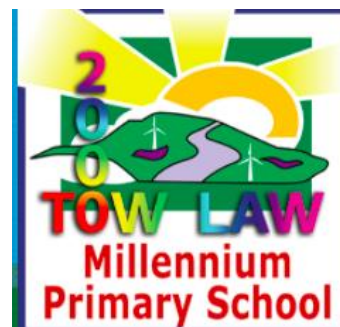


Tow Law Millennium Primary School Art and Design Policy



1. Intent

At Tow Law Millennium Primary School, we are committed to providing all children with learning opportunities to engage in Art and Design. We believe that Art and Design education should engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. Pupils in our school sometimes have a limited knowledge of a range of artists and their work. Our curriculum addresses these limitations through clearly identifying artists and vocabulary across our units of work on the long-term plan. Our Art and Design curriculum seeks to inspire and develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists.

2. Implementation

a. Curriculum planning

As a school, and in accordance with the National Curriculum's expectations, we aim 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.

As a school, we have chosen to use a published scheme, Kapow Art and Design Scheme of Work to teach the Art and Design Curriculum in Key Stage 1 and 2. Kapow Art and Design Scheme of work enables our teachers to deliver

creative, inspiring and engaging lessons and provides for progression in skills and knowledge. We are confident that the scheme of work meets the requirements for the National Curriculum for Art and Design and the Expressive Arts and Design section of the Early Years curriculum.

Art and Design at Tow Law Millennium Primary is taught in blocks throughout the year (4 units per year on a two-year rolling programme), it allows the curriculum to be studied in depth; pupils will have time to complete longer pieces of work over the course of a block rather than in short weekly sessions. Lessons are planned and sequenced so skills and knowledge are progressive and there is an increasing challenge for the children as they move up through the school.

b. Resources

There are a range of resources to support the teaching of art and design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the art and design store.

c. Foundation Stage

Early Years staff use resources to support the curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design 'Exploring and Using Media and Materials' and 'Being Imaginative. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will consider the Characteristics of Effective Learning when they are planning, leading or supporting learning.

In EYFS, our pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. There are always opportunities for children to engage in exploring colour and use for a particular purpose, respond to a range of media and materials and develop their understanding in order to manipulate and create different effects, develop skills to use simple tools and techniques competently and appropriately.

d. Teaching Art and Design to Children with Extra Needs

We teach Art and Design to all children, whatever their ability. Art and design also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning

opportunities that are matched to the needs of all children. We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas. Work in art and design also considers the outcomes set for individual children in their Support Plans where appropriate.

3. Impact

a. Assessing and Recording

We assess children's work in art and design by making informal judgements as we observe them during each in art and design lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, following our marking policy. We make an overall judgement of emerging, developing or secure within that unit of work which is recorded on the tracking sheet at the end of each term. This is then recorded in an overview data tracking sheet at the end of each term. We use interim quizzes and end of units assessments to support our judgements.

b. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, 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 reviews evidence of the children's work and may undertake lesson observations of art and design teaching across the school.

Signed: **H. Dobson**

Date: **Summer 2023**

Policy to be reviewed: **Summer 2025**