

1. INTRODUCTION

The structure of the implementation of the policy and the development of a Long Term Plan is the result of discussions with the full teaching staff. Consultation with parents will occur annually and the results of these consultations will feed into future discussions or/revisions to the policy.

The Governing Body are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Head of School and the Executive Head. All staff will be involved in the implementation of this policy.

2. PHILOSOPHY

Art should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum. All children should be taught techniques and skills that follow a developmental plan across the school. This should take place across a range of media. They should be taught to use their Visual Journals to develop ideas, and then be given the opportunity to explore a wide range of activities based on the visual elements. Art should be about experiencing, experimenting, developing and discussing. Teachers should see an activity as being part of a developmental process. Teachers should encourage individuals to express their ideas, thoughts and feelings creatively. An emphasis should be placed upon the process of creativity as well as the end product. Opportunities sought to promote-

- Spiritual development
- Moral development
- Social development
- Cultural development

Through the process pupils take risks, are resourceful, innovative and enterprising. They are capable and confident with the range of materials and tools to be used.

3. WHAT IT MEANS TO ACHIEVE MASTERY IN ART & DESIGN

Pupils should have the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they 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.

1. Pupils should be equipped with skills in drawing, painting, sculpture and other art, craft and design techniques.
2. Pupils should produce creative work, explore their ideas and record their experiences - striving for excellence and innovation.
3. Children should know how to experiment, take risks and be authentic in the work they produce.
4. Children should demonstrate personal progression in the development of creative thinking and technical skills.
5. Pupils should be able to discuss and evaluate the work of others (professional and non-professional artists), using the language of Art, Craft and Design, their own ideas and products in order to develop belonging and ownership and consider where they might move forward in future.

- **Coherence in Art**

- The process of lesson design is consistent across the school. Each unit should be taught in a manner which is immediately understandable to the pupils.
- When teaching drawing or painting teachers should ensure that the whole school 'progression of skills' is followed and children are reminded of skills, techniques and how to select and use tools appropriately.
- The progression from inspiration, to developing and evaluating ideas, to the production of a final piece of work and final evaluation, is followed across the school in every Art & Design project.
- On starting a project time should be spent looking at an Artist's work in order to gain inspiration and extend learning.
- On starting work using a particular medium time should be allowed for children to look at previous learning/ ideas from their Art Journals.

- **Variation in Art**

- The key variation is in the role that pupils take in the process. The children should be given opportunities to express their own ideas creatively and to make their own choices within the parameters of the project.
- The other key variation is the explicit recognition that the process of being creative is equally about the developmental journey and not just the final product and for some children the final piece may not completely reflect the level of their journey.
- Variation will take place through exposure to a variety of Artists, Arts styles from which inspiration will be drawn.

- **Structure in Art**
 - Unit plans should always be taught with the following structure:
 - Study and reflection of the work of a chosen Artist or Arts Movement - either relating to media & techniques or subject matter.
 - Reflection time where children look at collections from their Art Journals that relate to the materials to be used in current project.
 - Teaching and mastery of the skills required to enable the children to be able to have success in their final piece of artwork (workshop approach).
 - High expectation in the development stage and critical questioning/ evaluation of plans, experiments and ideas.
 - Children do not move forward to the creation/making stage until they have mastered the skills required to complete the task and have a plan which they have evaluated which will be a resource when producing the final piece.
 - At various points throughout the process children are asked to share work, to reflect and evaluate.
 - Final piece is evaluated by the creator, their peers and teachers in a constructive manner.
- **Fluency in Art**
 - Pupils are expected to verbalise their reasoning and understanding with open ended questions at regular intervals. Pupils should expect to be challenged by critical questions.
- **Making connections / Logical reasoning in Art**
 - On the commencement of each unit where new skills are taught reference should be made to the 'developmental scheme of work' produced for that medium.
 - To ensure development Children should refer to their own previous work in the media from their Art Journals.

KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year. These are reflected in the organisation of objectives in FliC and the assessment grids.

- Study and Evaluate the work of Artists and Art Movements in order to extend and inspire.
- Mastering the techniques and skills required to develop and produce creative works.
- Creating personal and creative responses to the themes.
- Show a developing level of skills and techniques (in relation to the progressive scheme) within media used.
- Explain and evaluate their own work and that of others.



4. PROMOTING KEY SKILLS IN ART & DESIGN

- Communication
- Application of number [shape, space, scale, transferring images]
- ICT
- Working with others
- Improving own learning and performance
- Problem solving
- Thinking skills

5. EXPECTATIONS

Pupils should make progress in –

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Developing knowledge and understanding

To ensure this they should-

- Develop drawing and painting skills
- Gather resources and materials to stimulate and develop ideas
- KS1 and KS2 will use Visual Journals to develop ideas [this can include words and thoughts]
- Explore and use two and three-dimensional media, working on a range of scales
- Review and modify work as it progresses - recognise the value of the creative process
- Develop an understanding of artists applying knowledge to their own work.
- Respond to and evaluate their own and others' work
- At the Foundation Stage children are exposed to a wide range of Arts, Craft and Design materials that they explore and use in creative situations.

6. ROLE OF THE SUBJECT LEADER

Along with the Executive Head Teacher and Head of School -

- Oversee planning throughout the school
- Support and liaise with colleagues in the delivery of that curriculum

- Develop resources and keep abreast of developments in art education
- (See also Job Description)

7. ORGANISATION

Art is planned mainly through themes, which often have cross-curricular links. Skills in a range of media are taught independently to ensure progression. Progression of skills in drawing and painting is set out in a whole school developmental scheme of work. National Curriculum requirements are incorporated at the planning stage with the visual elements seen as clear objectives in the development of the child's understanding of Art.

8. ASSESSMENT

Assessment should be seen as part of the evaluation process within plenary sessions involving the children and seeing them as artists. The process for Assessment focuses on: creating original pieces of art, developing new artistic skills, evaluating the journey and relating it to others, exploring new ideas, techniques and the work of relevant artists. Ideas should be discussed for extending work and possible further developments.

Work will be stored over the course of the year; photographic examples will be kept by the art Coordinator together with lesson plans. Foundation Stage will collect examples of their work in their Learning Journey Books.

9. PROCEDURES FOR POLICY MONITORING AND EVALUATION

The Policy will be reviewed according to the School's Development Plan Programme
Arts and Design: General Assessment Headings

How secure are you in

MEDIA: ARTIST, STYLE, PERIOD OR GENRE:	EXPLORING NEW IDEAS, TECHNIQUES AND THE WORK OF	DEVELOPING NEW AND BUILDING ON AQUIRED ARTISTIC SKILLS	CREATING ORIGINAL PIECES OF ART	CONFIDENCE IN UNDERSTANDING THE PROCESSES	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
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	RELEVANT ARTISTS				
BELOW TARGET LEVEL	<p>You are sometimes positive but often wary.</p> <p>ADVICE: Be part of the team and you will succeed.</p>	<p>You sometimes feel awkward, but give responses.</p> <p>ADVICE: Don't be frightened of making mistakes.</p>	<p>You are hesitant and unsure.</p> <p>ADVICE: Take time and be confident.</p>	<p>You are making your first steps.</p> <p>ADVICE: Do not be afraid to take bigger steps.</p>	<p>You describe the lesson.</p> <p>ADVICE: Explain your ideas more.</p>
DEVELOPING	<p>You are involved and thoughtful, a follower.</p> <p>ADVICE: Make a difference, give more ideas.</p>	<p>You offer a range of ideas, showing promise</p> <p>ADVICE: Nearly there, keep trying hard.</p>	<p>You have a range of promising ideas.</p> <p>ADVICE: Nearly there – stick at it!</p>	<p>You are developing.</p> <p>ADVICE: You are now making progress, practice makes perfect.</p>	<p>You explain your own ideas and progress.</p> <p>ADVICE: Explain all of the problems and how you solved them.</p>
SECURE	<p>You share ideas and support others. Use the language of Art, Craft and Design.</p> <p>ADVICE: Discuss ideas in more depth.</p>	<p>You are logical, and your work is detailed and developing</p> <p>ADVICE: Be bold – experiment more.</p>	<p>You are secure and sure in your work.</p> <p>ADVICE: Now is the time to be more inventive.</p>	<p>You feel secure in what you are doing.</p> <p>ADVICE: You've got it, now you can become more proficient.</p>	<p>You accurately explain how you improved your work. Use the language of Art, Craft and Design.</p> <p>ADVICE: Compare your work to other pupils'.</p>
ENHANCING	<p>You share ideas and support and learn from others.</p> <p>ADVICE: Keep your focus strong.</p>	<p>You are willing and successfully explore and develop new techniques.</p> <p>ADVICE: Keep on with your work and refine your creativity even more.</p>	<p>You are inventive and your ideas are original.</p> <p>ADVICE: Keep working hard to become truly fluent. Take more risks in your creations with media and ideas.</p>	<p>You are expressive.</p> <p>ADVICE: You are working at a high standard; can you leap to a higher level? Can you critically reflect in depth?</p>	<p>You make informative, full and detailed comments.</p> <p>ADVICE: Try to use specialist terms in your evaluation.</p>



CHALLENGING	<p>You are a leader, you are fair and you negotiate.</p> <p>ADVICE: Continue to develop your consultation skills.</p>	<p>You are creative and experimental this leads you to make inspirational discoveries.</p> <p>ADVICE: Enjoy the fruits of your labour!</p>	<p>You are confident and fluent in your work.</p> <p>ADVICE: Consider developing a specialism in this area of work.</p>	<p>You are fluent and fully confident.</p> <p>ADVICE: Where else can you find opportunities to develop this work?</p>	<p>You use specialist terms to evaluate work and relate to other work you have seen.</p> <p>ADVICE: How have others, in a professional sense, solved similar problems?</p>
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