

Policy & Procedure



Art & Design Policy 2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Spring 2020 **and will be reviewed again in Spring 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Art Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

In our Teaching and Learning in Art and Design, this means:

- Promote an enjoyment of Art;
- Developing **creativity and imagination;**
- Developing knowledge, understanding and appreciation of Art, demonstrating **curiosity about artists’ and designers’ intentions;**

- increase pupils' critical awareness of the roles and purposes of art, craft and design in different times and cultures;
- Building on pupils' skills and improve their control of materials, tools and techniques;
- Encouraging the **resilience** in pupils to 'have a go' at expressing their creativity.

1. Teaching Strategies

Teaching will follow the skills and knowledge outlined in the National Curriculum. Pupils will have the opportunity to work individually, in pairs and in groups. They will be introduced to the work of artists, crafts people and designers through drawing, painting, photography, sculpture, ceramics, textiles, graphic design and architecture in order to develop an appreciation of the richness of our diverse cultural heritage. The selection will include work in a variety of genres and styles from:

- The locality
- The past and present
- A variety of cultures, Western and non-Western.

Theme books will be used whenever possible to record observations and to develop concepts.

2. Entitlement

It is the aim of Chellaston Junior School that Art will be accessible to all pupils regardless of gender, age or ethnicity. Appropriate provision will be made for pupils who need activities to be adapted by:

- setting suitable learning challenges, which allow every child the opportunity to experience success in learning and to achieve as high a standard as possible.
- responding to pupils' diverse needs ensuring that all pupils, irrespective of their gender, race, disability or ability are able to access the Art and Design curriculum.
- overcoming potential barriers to learning and assessment by making provision through curriculum planning to support individuals or groups of children who may have specific disabilities or special educational needs.
- pupils with particular ability and flair for Art and Design will, where appropriate, have their learning experiences extended by use of the knowledge, skills and understanding from KS3 Programme of Study for Art and Design in the National Curriculum. Gifted and Talented pupils may be selected to attend Art club, as appropriate.

3. Progression and Continuity

The foundation for planning in Art is through the skills outlined in the Programmes of Study from the National Curriculum. Planning is based on the Art Progression Map, where the specific skills relating to art and design will be linked to termly themes where possible. The Progression Map shows which skills are to be covered in each year group.

There is a systematic and rigorous review of the curriculum on a yearly/termly basis through a Art/Sketch book scrutiny by the subject leaders and The Arts Learning Team. This ensures the progression and continuity across year groups is evident in learners' work.

In Art and Design it is not necessary to assess and record formally pupils' performance on all tasks. Nor is it necessary to design assessment to exist separately from everyday lessons.

Where assessment criteria are developed these should be known and understood by teachers and pupils. Where pupils are involved in the process of setting these criteria, using them as personal targets and in recording outcomes, the teacher will act as a moderator.

In line with the whole school assessment scheme, teachers have an Art assessment sheet. Following this, teachers may annotate the assessment sheet next to individual pupils that have not achieved the outcomes or who have done particularly well. This can then inform for the next unit.

Formal reporting on Art and Design will be done annually through a written pupil report for parents.

4. Assessment, Reporting and Recording

Teachers continually assess the children's progress in Art and Design skills as part of art lessons. An assessment of learners' skills informs the school's Art Assessment sheets. This informal assessment is carried out by the teacher and informs the judgments used on end of year reports. These judgments in the Assessment folder are also passed onto the next teacher so that the next stage of learning can be planned.

5. Links across the Curriculum

Children are given opportunities to apply and develop their knowledge of art and design to all other areas of the curriculum, where appropriate. The effective integration of art in other areas of the curriculum is encouraged; particularly in the basic skills of communication, literacy, numeracy and ICT.

6. Resources

Each class has access to essential art resources (paint, brushes etc.). All other art resources are located centrally to encourage maximum use. Resources for Art are currently located outside Ashbourne classroom.

Resources are ordered annually following a stock take of materials already in school.

7. Health and Safety

All children will be taught how to handle equipment in a manner safe for themselves and others. Teachers will outline any health and safety issues before the lesson starts. Appropriate equipment will be available to provide the facility for safe work and to protect children and adults.

8. Monitoring and Evaluation

It is the role of the Subject leaders for Art and The Arts Learning Team to monitor standards and progress in Art.

Monitoring and evaluation of Art is achieved through:

- Scrutiny of pupils' art/sketch books
- Pupil interviews
- Learning Walks
- Displays around the school
- Giving feedback to teachers

Relevant information will be kept in the Art section of The Arts' Learning Team Folder.

The subject leader for Art also collaborates with other schools in PEIP 5 in order to share ideas on curriculum monitoring and development to raise standards.

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.