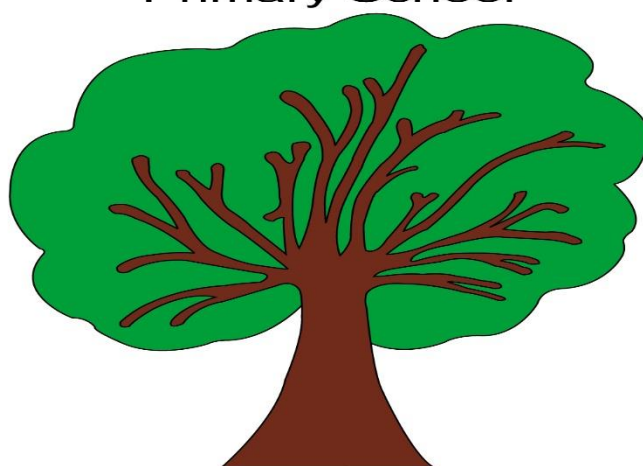


BURSTWICK COMMUNITY **PRIMARY SCHOOL**

Burstwick Community
Primary School



Branching Out
Into The Community

ART & DESIGN POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

At Burstwick Community Primary School, it is our intention to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The values we focus on are:

**** Believe * Unique * Resilient * Safe * Tolerant * Worthy * Independent * Creative * Kind-hearted ****

We are BURSTWICK!

Statement

At Burstwick Community Primary School, we are committed to providing all children with learning opportunities to engage in Art and Design. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

Our aims in teaching Art and Design are that all children will be able to:

- have access to imaginative, innovative and co-ordinated art lessons which will foster enthusiasm for art and design.
- 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.
- study of contemporary, modern and traditional Art.
- develop artistic vocabulary.
- show development of ideas and their own skills through the use of a sketchbook.
- develop use of a range of tools, media and processes.

Teaching and Learning

We use a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Art and Design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do

this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to develop knowledge, skills and ideas. Through developing artistic skills, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work. In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. Opportunities to reflect through self and peer assessment are encouraged.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

Art & Design Curriculum Planning

At Burstwick, Art is taught in every year group, every week or blocked every half term. All classes study the same aspect of art to show progression of skills. Throughout the Art and Design journey, every child is given the opportunity to learn the skills of drawing, painting, printmaking, sculpture, textiles, multimedia and digital art through the exploration of a skill or an initial key artist, craft maker or designer and their work. Specific skills are revisited and developed in each year group, allowing children to practise and deepen skills and techniques. Teachers follow sequenced learning objectives with clear progression of skills which ensures all pupils are accessing their year group expectations and are given the opportunity to build on their prior knowledge, and to develop and apply skills prior to working on a final piece inspired by an artist. Opportunities for children to visit local galleries and museums are planned for, as well as studying local artists. Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Inclusion

Children will study and experience a range of artists and cultures that reflect our school, locality and wider communities. We ensure an inclusive provision where children are supported through differentiation, adaptation, resources or adult support, to enable equal access. Topic vocabulary is explained to the children from the onset, with accompanying definitions and visual cues, to ensure all children are able to use a range of vocabulary. Further use of assistive technology is also considered, where appropriate, for individual learners; this might include the use of widgeo to support instructions for a creative process, or the use of an electronic device to support research.

Organisation of Art and Design Teaching

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

Early Years Foundation Stage (EYFS)

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. Each half term, the children will study and take inspiration from a new artist relevant to the aspect of art being taught.

Key Stage 1 (KS1)

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

Key Stage 2 (KS2)

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them. They will continue to learn through focusing on the lives and techniques of artists.

Assessment for learning

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against the Learning Intention and success criteria. Through these, both children and adults are able to recognise the progress being made.

At Burstwick Community Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. FLiC is used to record, measure and analyse achievements.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art Cupboard. Resources are audited termly to ensure learning is equipped for all aspects of art.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children are taught how to use tools and equipment correctly and recognise hazards and risk control. A risk-assessment has been completed for all aspects of art, which details how to use tools and equipment correctly and how to prevent potential hazards.

Roles and Responsibilities

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and outdoor areas are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Art and Design Leader

- To have an impact on raising standards of attainment for Art and Design across the whole school.
- Ensure the effective implementation of the National Curriculum for Art and Design.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure a regular and effective programme of analysis of children's work through monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.

Class Teachers

- Ensure the effective implementation of the National Curriculum for Art and Design.
- Make effective use of Assessment for Learning within Art and Design.
- To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

- To support the class teacher in the effective implementation of Art and Design.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents/carers in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.
- Inviting parents to see showcased art work during special events.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We expect parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's History Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. This is to be done through regular work scrutiny and will be monitored for whole school consistency and evaluated for impact on children's learning and outcomes. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at every 3 years through discussion with all staff and Governors.

Date agreed: February 2025

Date to be reviewed: February 2028 or as guidance is issued from the Department for Education (DfE) and/or Local Authority (LA).

Approved	Name	Signature	Date
Chair of Governors	Mr Andrew Johnson		
Headteacher	Mr Ian Cutts		