ALL SAINTS AND ST MARGARET’S ART AND DESIGN POLICY

2022-23

**Rationale**

At All Saints and St Margaret’s we are passionate about giving all children opportunities to shine, whatever their strengths.  The arts support this and gives a varied and exciting approach to teaching the curriculum. There are four key arguments for delivering arts in primary schools: cognitive development; overcoming inequalities; building confidence; and social cohesion. Creative subjects support children to express themselves, develop self-confidence, and learn about different cultures and viewpoints.

**AIMS**

We aim to ensure that pupils become creative, proficient and evaluative artist who have a broad knowledge and understanding of different art and artists.

We want them to develop their skills and knowledge to be able to:

* produce creative work, exploring their ideas and recording their experiences.
* become increasingly confident and proficient in drawing, painting, sculpture and other art and design techniques.
* evaluate and analyse theirs and others’ creative works using the language of art and design.
* build knowledge of the great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms.
* Empower and support all staff to be confident in the teaching of art and design

**IMPLEMENTATION**

Art is taught as ‘discrete’ lessons across the year, as well as linking to other subjects if appropriate. Following the National Curriculum for Art and Design (2014) staff across both schools use the condensed long, medium and short term plans which are based on the Kapow scheme. This allows for a cyclical approach where skills and knowledge are built on, year by year, ensuring that the National Curriculum coverage is met.

Pupils experience a wide range of art and design opportunities which build on previous learning and introduce new knowledge and skills.

Pupils’ work is a very personal response and much of their work is recorded in ‘Art Journals’.

These large books stay with pupils throughout their time at school as a working record of their acquisition of skills and knowledge. They contain a mix of research, personal response to art, skills and knowledge practice and finished pieces.

The work of the subject leader also involves supporting colleagues and sharing good practice including team teaching across both sites and providing a strategic lead and direction for the subject in the school.

The art lead attends termly subject expert meetings with primary and secondary art specialists across the MAT.

**IMPACT**

We expect the impact of our teaching to be that pupils become confident in a range of skills, can talk about the work of some famous artists, and foster a lifelong love and appreciation for the arts, and that some pupils will aim to take their learning further in the future through FE and beyond.

Measuring the impact of the Art and Design curriculum on pupil’s learning is assessed by the Art Lead, and is reported to the Head Teacher and Governing body.

 This takes the form of scrutiny of Art Journals, images, pupils’ work, displays, pupil interviews and discussions with staff.

Actions from the above feed into the subject development planning.

The learning environment is important as a means of adding greater depth and breadth to children’s learning. High quality displays can reinforce learning and allow concepts to be seen in different ways. It also raises self-esteem and encourages pride in the classroom and school.

The Art Lead within the Federation is Mr. B Steane

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