

Beaver Road Primary School Art and Design Policy

Beaver Road Art Philosophy

- Children are encouraged to be highly independent in their Art making and great value is placed on unique and original ideas. Innovation is celebrated.
- Fine motor skills are developed through minimal scaffolding.
- Art plays a key role in the development of visual literacy.
- Curriculum design provides all children with the opportunities to make rapid and sustained progress from their starting points, builds self-confidence and empowers self-expression.
- Art provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts-people that are studied
- Art experiences allow children to engage with their own environment, share their histories, memories and the places and things that matter to them.

Aims

Art and Design at Beaver Road School offers opportunities to:

- Stimulate children's creativity by providing a variety of experiences, ways of understanding and responding to the world.
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials to communicate ideas, feeling and meaning.
- Explore ideas and meanings in the work of artists, crafts-people and designers.
- Help children learn about the different roles and functions of art craft and design in their own lives and in different times and cultures.
- To build children's cultural capital through a wide variety of experiences in the classroom and more widely through gallery visits, historic visits and site visits. To embed Art experiences that allow engagement with their own environment, sharing their histories, memories, the places and the things that matter to them.
- Learn how to make thoughtful judgments and aesthetic and practical decisions and become actively involved in shaping environments.

Planning

The curriculum plan for Art and Design at Beaver Road provides a good

balance of two and three-dimensional skills. There are opportunities for visits to museums, galleries and sites during the school year. The long and medium term plans are clearly linked to the National Curriculum programmes of study and level descriptors. Children learn a new art skill each half term. The six skill areas are: Drawing, 3D construction, Painting, Printing, Sculpture (clay and modelling materials) and collage.

Drawing is fundamental to learning and expression in all aspects of art, craft and design at Beaver Road. Drawing can be precise and accurate or expressive and descriptive, able to convey subtle nuances of meaning. Drawing is used to research, record, and gather information from observation, memory and other visual sources. Drawing helps to organize thinking and give form to imaginative ideas, as well as being used to solve problems. Drawing also communicates ideas and meaning and can be both a fundamental part of the design and development process, as well as the creative product itself.

Art, Craft and design is a subject that encourages critical and creative thinking. As such it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts. Although Art is taught discretely by an art specialist at Beaver Road, the subject often contributes to cross-curricular programmes and to various events and activities in the school calendar. These opportunities support learning in art, craft and design. Classroom teachers are trained to deliver the knowledge, skills and understanding that are necessary to make appropriate progress in the Art so that there is a consistent and continuous approach to Teaching and learning in Art.

Differentiation

The Art and Design schemes of work offer all children effective learning opportunities. The plans are challenging for children of different abilities and aptitudes in each year and key stage. The plans are designed to motivate children, enabling them to understand and review their own learning. The plans cater for children's diverse learning needs.

Teaching and learning in Art at Beaver Road:

- Ensures access to learning.
- Provides high challenge, low threat in a way all learners can succeed.
- Provides scaffolding without reducing expectations.
- Ensures Inclusive teaching for inclusive learning.

Assessment

Assessment in Art at Beaver Road takes into account of all aspects of children's learning and achievement. This includes not only what children make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes into account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Progress in Art is assessed through a variety of means, using different kinds of evidence. Both the quality and the skills children exhibit are considered. To assess their knowledge we listen to children talking about art, craft and design and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time.

The four progress objectives used are derived from the four aims of the National Curriculum. The four headings of 'Generating ideas', 'Making', 'Evaluating', and 'Knowledge' define the conceptual framework which underpins all teaching and learning in Art and Design.

The assessment criteria table used provides a broad statement of expectations for each year group. Assessment is further defined by using a five point scale that evaluates the extent to which each child has met the expectations.

Assessment criteria table example:

	Early Years and Key Stage 1		
	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> work purposefully responding to colours, shapes, materials etc. create simple representations of people and other things 	<ol style="list-style-type: none"> recognise that ideas can be expressed in art work experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> 	<ol style="list-style-type: none"> try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and materials 	<ol style="list-style-type: none"> try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> recognise and describe key features of their own and others' work 	<ol style="list-style-type: none"> Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	By the end of the EYFS pupils should know: <ol style="list-style-type: none"> that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. how to explain what they are doing 	By the end of Yr. 1 pupils should know: <ol style="list-style-type: none"> how to recognise and describe some simple characteristics of different kinds of art, craft and design the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	By the end of Yr. 2 pupils should know: <ol style="list-style-type: none"> that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>

Note: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Recording mark sheet example:

	Unit 1 <small>(some units may focus upon only one or two assessment objectives)</small>					Unit 2					Unit 3					Unit 4 <small>(some units may focus upon only one or two assessment objectives)</small>					Summary				
	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary
Names																									
Brown, Freda	A	A	B	X	A	A	B	B	C	B	A	A	A	C	A	X	X	B	C	B	A	B+	B	C	A
Cadmium, Pablo	A	B	C	X	B	A	B	C	B	B	A	B	C	C	C	X	X	B	C	B	A	B	C	B	B
Ochre, Vincent	C	B	C	X	C	C	B	C	C	C	C	B	C	C	C	X	X	C	C	C	C	B	C	C	C

Key

A = Exceeding expectations: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. Assessment in each of the strands could be described as:

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

B = Meeting expectations: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

C = Not yet meeting expectations: Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

Each child is given a sketchbook which is used for tracking of progress of skills. When children complete work outside of their sketchbooks, the work is assessed and recorded before their work is sent home or displayed. Children undertake a baseline assessment at the start of each year which serves as an effective way of assessing children's starting points.

The subject lead for art creates a portfolio of photographic samples of assessed work at the different level descriptors so that clear and consistent assessment can be achieved. The portfolio of selected examples of children's outcomes show how children have met expectations in 'Generating ideas', 'Making', 'Evaluating', and 'Knowledge'.

Progression in Art happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding. Pupils who consistently make more progress than their peers are supported, not by moving them on to different experiences but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work. Progression of art skills throughout KS1 and KS2 is explicit through the half termly knowledge and skills descriptors for each of the units.

