



# Emmanuel Holcombe C of E Primary

## Art and Design Policy

### Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

### Mission statement

In our small, friendly school, everyone respects and cares for one another  
In our community, church, home and school we work together to grown in faith and friendship  
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

## **Intent, Implementation and Impact**

### **Intent:**

At Emmanuel Holcombe, we place a great emphasis on the importance of Art and Design. It enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do.

### **Implementation**

Throughout the Foundation Stage, art is given a high focus, particularly through the use of continuous provision and carefully planned activities that follow the children's interests. Throughout all key stages children use a wide range of methods, medias and materials. As well as studying a range of artists. The Emmanuel Holcombe Art and Design curriculum is detailed and progressive.

Throughout Key Stage 2, the children build on their artistic experiences and foundations. They are encouraged to include emotion and mood in their artwork, develop their own artistic styles and use visual language (a directory of visual language can be found at the end of this document).

### **Impact:**

Children will become creative learners, who have a web of knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.

## **Teaching and Learning**

Fundamental skills and knowledge are taught to children each student's time at Emmanuel Holcombe through a carefully planned programme. Teachers plot the objectives into their two-year long-term planners to ensure that all objectives are covered. All children develop skills; developing their ideas, drawing, painting, using computing to create art, sculpture, print and textiles. The children also study famous artists. Teaching is activity based. Children will have the opportunity to exhibit their artwork to share with others.

## **Assessment**

Assessment follows a variety of different methods. The teacher will informally assess throughout any art and design lesson giving oral feedback, and instant methods of ways to improve. All children from Year 1 onwards have a sketchbook which will show progression in their art skills. Progression and achievement are tracked against learning objectives on Title Pages. Photographs of final pieces can be uploaded onto Seesaw or put into sketchbooks.

To help inform teacher assessment, Knowledge Retrieval Weeks are planned 6 times a year to assess the children's ability to recall key knowledge and vocabulary. Using Knowledge Retrieval Week scores, pupil's books etc, teachers use a best-fit model to record their judgements on assessment grids. At the end of each unit, teachers decide whether a pupil is 'Working towards' (WTS)', 'Expected' (E), or 'Greater Depth' (GD) and record pupil initials on the whole class assessment grids. Teachers then input an end of year judgement into

Target Tracker, (once a year), using the unit assessment grids to make an overall judgement. This enables staff to measure progress throughout a pupil's time in school.

### **Planning and Resources**

Planning and resources for art and design lessons are the responsibility of the class teacher. Class teachers have access to the progression documents and have constructed their long-term planner using these. All art resources are stored centrally outside Class Acorn and the staff room.

### **Equal Opportunities**

The art and design curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The art and design curriculum considers issues of difference: gender, race and ethnicity, and class. Art from across cultures is taught, observed, and used as influences for the children's work. The curriculum provides space to experiment with creating unique pieces of art celebrating individuality.

### **Inclusion**

Central to the ethos of the teaching of art and design at Emmanuel Holcombe is the belief that the ability to create art is within everyone.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in the progression of skills across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

### **Role of the Subject Leader**

The role of the art and design co-ordinator is:

- Order and maintain art and design resources.
- Ensure staff display a positive and enthusiastic approach to the teaching of art and design in school.
- Review the art and design policy, curriculum progression document and action plan annually and inform staff of any changes.
- Complete evidence scrutiny to ensure all objectives are being covered.
- To support staff if needed

### **Parents**

Parents are encouraged to be a part of their child's art and design education. Work will be shared at parent's evenings, in class assemblies and through theme weeks. Experiences will be shared and celebrated via seesaw and twitter. Parents and carers are invited and encouraged to attend all these assemblies and theme weeks throughout a child's time at Emmanuel Holcombe.