



Cornerstone Academy Trust

Art and Design Policy

The Trust believes that art is a vital part of the education of all children and we aim to ensure that art has a high-profile status throughout each school. The Trust's aim is to provide an art curriculum which will enable all children to reach their full creative potential. This is achieved by carefully planned and taught projects that support children's individual exploration, problem solving and creativity. Children at Cornerstone Academy Trust, from Year 1 to 6, participate in a focused 45-minute art lesson each week. These lessons are taught by a dedicated member of the art team in a special art classroom.

To ensure the specific teaching of art skills, knowledge and art appreciation, lessons are taken out of the topic framework and taught as a subject in its own right. At times art projects throughout the year are used to enrich and extend the teaching of other subjects. High-quality arts provision is embedded in the ethos and planning mechanisms of the school.

Aims and objectives:

- To ensure all children experience the richness of a broad arts curriculum
- To nurture artistic talent and develop children's transferable life skills that arise from successful arts education (including the creative use of imagination, considered risk taking, co-operation, problem solving, communication, tenacity, flexibility and responsibility)
- To strengthen partnerships with the local creative arts community and build new partnerships which make the arts sustainable and bring benefit to children and the wider community
- To provide every child with opportunity to be inspired by the arts and achieve success through the arts
- Ensure art and design has measurable targets that aim high and are monitored and reviewed in line with all subjects
- Ensure our arts facilities and resources are of the highest quality and accessible to the full range of children including those who have special educational needs, are carers or are from disadvantaged backgrounds
- Recruit specialist arts teachers or if necessary provide additional support for non-specialists through our CPD and partnerships programme (other schools, art consultancy, Art and design professional bodies like the NSEAD)
- Provide children with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships.
- To have a curriculum that teaches children about different cultures, celebrates women in art, local artists and arts/crafts people throughout history (see all units of work)
- Ensure all teachers and support staff have opportunities for professional development in the arts that inspires their own creativity and keeps them abreast of innovation in the arts as well as developments in wider education on at least an annual basis

Curriculum Organisation

To achieve our aim, the Trust will plan a range of activities in art which provide opportunities for pupils to:

- Record responses, including observations of the natural and made environment;

- Gather resources and materials, using them to stimulate and develop ideas;
- Explore and use two and three-dimensional media, working on a variety of scales;
- Review and modify their work as it progresses;
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work;
- Respond to and evaluate art and craft including their own and others' work;
- Show development in their ability to create images;
- Understand and apply the basic principles of art and craft to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work

Teaching and Learning

Art will be taught in periods of blocked time (45mins lessons each week) allowing for the development of skills and understanding in depth.

Art is planned as a subject in its own right. The art projects focus on specific artistic skills, vocabulary, and knowledge. Projects are inspired by artists/crafts people from different cultures around the world throughout different moments in history/present day/locally.

The art projects are planned sequentially to build the artistic skills, knowledge, vocabulary and appreciation for the subject, taking into account a child's previous experiences.

Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

Teachers will ensure that the objectives of lessons and the criteria for success are clear to all pupils. Each planning page has the clear objective of the lesson and the overall project aim. This is also found in the Medium Term Planning documents.

Where the supervision of art activities for specific groups of children is delegated to Support Staff, they will be well briefed and able to support pupils effectively.

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher, scaffolded resources and/or adapted materials/equipment. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

Evaluation and presentation of children's work is a focussed aim for the art department. Each art project that children take part in will end with a lesson to explore and evaluate theirs and their peers

work. Evaluation/reflection is done throughout each project to help develop, problem solve and improve ideas.

The Trust aims to display and present children's work throughout the year and in exhibitions (physical and digital). The Trust recognised effective resourcing of materials, and the efficient organisation and presentation of equipment, has a positive effect on pupils' learning and on their respect for the subject.

Use of Sketchbooks

Sketchbooks are used throughout the school from year 1 to year 6 to regularly record, collect and explore ideas. The sketchbook is an essential and personal record for children to develop ideas to meet the project aim. The skill of effective sketchbook use is taught sequentially from year 1 to year 6 to build on children's independence of idea generation, exploration, reflection and record keeping. Art teachers will review sketchbook use across the Trust termly, as a team, to ensure of its effective use.

The contents of the sketchbook could include:

- Idea generation, exploration of media related to the projects;
- Reflections, evaluations and notes that demonstrate child's creative thinking/problem solving;
- A record of the development of basic skills;
- Photograph and other illustrative material to support on-going work;
- Inspiration from a wide range of artists;

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be evidence for assessment and reporting purposes.

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of Art teaching and learning;
- to update documentation where necessary;
- To review regularly the contribution made by Art to a meaningful curriculum.

Equal Opportunities and Inclusion

Art plays an important part in the life of our school. Children can enjoy and achieve. It is available to every child, and all children take part in creative activities; making a positive contribution to the life of the school and local community.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

Assessment, Attainment and Progress

The Art Lead and team ensures plans indicate the focus for each unit of work and assessment opportunities are identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Participation and achievement in the arts are recognised and celebrated in the school and opportunities for sharing should be seized:

- Annual Whole School Art exhibition (virtual or in-person) where every pupil has work on display
- Arts Week
- Arts Award
- Community opportunities
- Display within the school
- Work shared with parents

Assessment, Recording and Reporting

While recording is kept to a minimum it is enough to note an individual pupil's progress and to provide guidance for future teaching and learning. The Art Team review termly the progress of the projects by reviewing sketchbooks and final pieces for projects. This enables the Art Team to reflect and review the successfulness of projects, highlight where adaptations need to be made and if there are any changes needed in planning.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products/sketchbooks.

The Art leader monitors and facilitates the teaching and progress in Art by:

- Planning an art curriculum for each year group, based on the progression of skills and experiences.
- Planning and resourcing daily art sessions
- Directing support staff where necessary
- Informal discussions with teachers, support staff and children
- Advising teachers and support staff on the use of sketchbooks and evidencing progression
- An annual resource audit and analysis
- Assessing work and progress;
- Observing lessons and giving feedback

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The allocated teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The Art teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Art Leader as soon as possible.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires