



**MURDISHAW WEST COMMUNITY  
PRIMARY SCHOOL**

**Art & Design POLICY  
AUTUMN 2022**

Policy Title	Art Policy
School/HBC	School
This policy complies with Halton LA guidance	Yes
Linked Polices & Documents	Teaching & Learning Music Policy
Written By	Vanessa Edwards/Julie Phillips
Staff Approval Date	
Committee Approval Date	
FGB Ratification Date	
Signed by Chair of Governors	
Date:	
Review Date	Autumn 2022

At Murdishaw West Community Primary School we work together to..... Co-operate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE!

**Intent**

At Murdishaw West Community Primary School, we believe that Art and Design is a vital part of children’s education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities it offers our children.

A high quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are able to express their individuality and originality whilst stimulating their own imagination.

Art and Design enables children to be creative and see themselves as artists, appreciate and evaluate the work of a range of artists and diverse cultures within School and their local community. Children will have the opportunity to understand how Art and Design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Children will appreciate the visual arts and develop a knowledge of significant artists, crafts people and designers, increasing their critical awareness of the roles and purposes of art at different times and in different cultures. As they progress, they should be able to think critically and develop a more rigorous understanding of Art and Design and have more control over its significance

**Implementation**

*We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. We follow an Art and Design scheme from Kapow that ensures and progression of skills and covers all aspects of the Art and Design curriculum.*

Our Curriculum will endeavour to implement the following:

1. Wherever possible, the teaching of Art has cross- curricular links to other subjects, including the use of ICT to enhance pupils learning.

2. Children will have opportunities to work alongside local artists to develop their learning and passion for the arts.
3. Teachers plan opportunities for children to work outside the classroom and school environment to development skills in art.
4. Teachers plan an art based school trip once a year. Teachers could take children to a Museum/ Art Gallery or simply to an area of inspiring landscape to sketch. This could be an area within school or the local community.
5. Teachers will challenge gifted children by encouraging them to compare and contrast their style, against those of famous artists and will inspire them to independently self-analyse their work to make improvements. They will have the opportunity to use advanced materials and use challenging techniques in their projects, during 1:1 teaching in art clubs and with guest artists.
6. Teachers will provide more open-ended opportunities for gifted children to enable them to take a concept in their own direction, asking them “what if” questions, as well as encouraging them to take more risks.
7. The skills and knowledge that children will develop throughout each art topic are mapped across each stage and throughout the school to ensure progression, on Skills Progression documents and Curriculum Overviews.
8. The skills taught should allow children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture, to produce final pieces of work. This is supported through the studying of key artists and designers.
9. Teachers plan for children to be given time to discuss their work and the artwork of their peers, as well as the work of the artists, discussing why the artist may have used specific techniques or what the artists are trying to portray.
10. Art will be taught by the class teacher in weekly lessons, or may be blocked into larger units or focus day/weeks.
11. Planning for art will be evident on teachers planning.
12. Computing programs will be used as a tool for art and design.
13. Green screen technology will enhance artistic expression and performances.
14. The Subject Leader will coordinate whole- school project work within dedicated art focus weeks throughout the year to ensure art is given high status in the curriculum.
15. The methods of teaching art include cooperative group work and individual work.
16. The Subject Leader will use staff meeting time to discuss the Art and Design Curriculum to ensure staff are supported and there is appropriate coverage through the skills progression document.
17. The Subject Leader will support and guide teachers both in planning and classroom delivery, informing them of current developments in the subject whilst providing lead and direction of the subject.
18. The Subject Leader will monitor the use resources and the buying of new resources are purchased with the knowledge of the head teacher.
19. CPD opportunities delivered by external trainers or by specialist members of staff in School will be provided to enhance teacher’s skills, knowledge and confidence in teaching Art.
20. Teachers will provide children with the additional enrichment provision including drawing or art based clubs.
21. Pupils will be consulted termly about which clubs they would like to be offered.
22. In EYFS, teachers will provide opportunities to:
  - Develop pupil’s imagination and creativity and begin to investigate the qualities of materials and processes
  - Use colour and shape to express themselves
  - Use pattern and texture to represent ideas and emotions
23. EYFS teachers will provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, will attract the children’s interest and curiosity.
24. EYFS will be included in whole school projects, workshops, events and competitions, where appropriate.
25. Sketch Books will be used in the curriculum at KS1 and KS2. A variety of media should be incorporated in the Sketch Book, in which children should record, explore ideas and materials, investigate and experiment.
26. Children should have time to explore and reflect during art lessons and projects, where sketchbooks are being used to document this journey.
27. Children are encouraged to discuss their ideas and findings and to find ways to make amendments to their sketches and work, seeing art as a process in development.
28. Work completed by the children will be published on school social media accounts, Seesaw and internal displays.

29. Alongside this, children's work should be recorded in a variety of ways, including classroom/ corridor art displays. Children will have the opportunity to celebrate their art work through good work assemblies, class presentations and performances.
30. Art displays will always document the pre-workings of the children to model the process and will be presented in line with our 'Exhibition of Work Policy'.
31. Each year, teachers and pupils will hold an art exhibition to display work based around a chosen theme. This demonstrates the progression of skills, process and techniques that are learnt across the school and gives children the opportunity for children to see themselves as an artist and showcase their work.
32. Children's dance tuition will inspire artistic response.
33. By the end of KS2, the children will draw on their artistic skills, knowledge and ability to provide scenery, costumes and visual compliments for an end of year production.

## **Impact**

Art and Design at Murdishaw West will instil an appreciation and enjoyment of the arts, enriching children's learning experiences across the curriculum. Our Art and Design curriculum will be high quality, well thought out and planned to demonstrate a clear progression of skills and knowledge. Children will be given a wide range of opportunities to express themselves creatively, through all areas of the curriculum and will be able to discuss key artists and talk about their work. The School environment will celebrate achievements in art, including classroom and corridor displays which will demonstrate the subject's high status in School and the children's sense of pride in their work, reflecting our creative outcomes across the wider curriculum. Children will be reflective and evaluate their own and each other's works of art, thinking about how they can make changes and keep improving. Our art curriculum will provide a release, a place for reflection and a way to engage our whole selves. It will provide a platform for us to study the chronicles of others over time and our shared history. Our children will use art to have a full range of expression and to infer from the expressions of others. It will offer a reason to come together and share in an experience.

Children learn from everything around them and so display should be seen as a teaching aid. Pleasant surroundings affect learning and social behaviour of children. Good displays can reinforce learning and allow concepts to be seen in different ways. The staff of Murdishaw West Community Primary school use the classroom walls as teaching aids and have designated Learning/Working Walls for English and Maths, children's work to be celebrated is displayed all around the school and is changed frequently.

## **Why do we display children's work?**

- To celebrate the children's achievements, a way of giving value to their work
- To reflect and reinforce work done
- To create a positive atmosphere by ensuring all children have some work on display; making children feel a real and valued part of the class, encouraging their 'ownership' of the room
- To the variety and standard of work done in the school
- To show progression and development throughout the age groups
- To use display as a teaching mechanism with clear educative aims, using interactive labelling to encourage children to respond, enquire and study
- To provide a visually and educationally stimulating environment
- To arouse curiosity
- To give purpose and value to the children's work
- To give confidence, sense of achievement and a feeling of belonging
- To develop aesthetic awareness in children
- To provide an opportunity to look at others work
- To encourage a positive attitude towards the environment
- To encourage a higher standard of work
- To impart information

## **What to display**

- children's 2 and 3 dimensional art work
- children's subject work

- artefacts and reproductions of art work from different times and cultures
- photographs, books, posters and maps
- displays based on themes/topics
- natural and man-made objects
- original works of art loaned from galleries, secondary schools, adult work etc

### **Display as a teaching aid**

- Working/Learning Walls have a section that is changed to reflect the English / maths units being taught at that time. Work from the previous unit is kept and used as Steps to Success for when the unit is revisited.
- Displays should have a careful balance between teachers work, published materials and children's work, having carefully written interactive labelling
- Have examples of other children's work for reference
- 'come and try' or 'come and do' displays supplemented by worksheets and reference materials
- Permanent displays eg. Helping words, number lines, colour, shapes etc
- Explanations of concepts
- As a good example of careful presentation
- Sharing of teachers ideas eg. Going to other classes to see their Working Walls, learning from each other • Ensure displays represent range of curriculum subjects

### **Mounting a display**

- Keep displays simple and effective
- Corridor displays to be backed in school colours – e.g. blues/black borders. Promoting our school and encouraging unity and consistency
- Consider titles and captions, make lettering clear and easy to read, use a variety of fonts including captions written by children, don't only use capital letters, incorporate our school handwriting style, computer type etc
- Make some displays interactive, pose questions, problems etc.
- Consider the children's eye level when displaying written text
- Photograph displays for record keeping purposes
- If appropriate, ensure work is named and add other contextual information.
- Great care should be taken when labelling – correct use of punctuation, grammar etc – children should be encouraged to make their own labels as a supplement to teachers
- CHILDREN'S WORK SHOULD ALWAYS PREDOMINATE

We must always reinforce their sense of esteem and worth by valuing the work they have produced. We must have the highest possible expectations for the children and always encourage them to do their very best.

Written by Julie Phillips September 2022

To be reviewed September 2023