



# THE HERMITAGE and THE OAKTREE SCHOOLS

*Inspire, Learn, Achieve*

## Art and Design Policy

<b>Person responsible:</b>	Art & Design Subject Leaders
<b>Date adopted:</b>	Summer Term 2023
<b>Date of last review:</b>	Summer Term 2023
<b>Date of next review:</b>	Summer Term 2026

It is accepted that all children have artistic potential. At The Hermitage and The Oaktree Schools, we aim to ensure that this creativity is nurtured and developed. By offering a wide, varied, and carefully structured programme we will enable the children to develop the capacity and the capability for alternative thought processes, critical awareness, to appreciate the diversity and the richness of the traditions in art and, at the same time, create a thoughtful and sensitive individual who appreciates their environment and fellow human beings.

We will ensure children are given the opportunity to appreciate the creative works of artists, designers and crafts people.

### Aims

Our programme of study encompass knowledge, skills and understanding, which are to be taught through a breadth of study. This involves exploring a range of starting points for practical work, working as individuals and collaboratively on two- and three-dimensional projects on different scales, using a range of materials and processes, as well as investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

Teaching will ensure that children will be given the opportunities to:

- explore and develop their ideas
- investigate a wide range of materials and processes
- be taught about visual and tactile elements including the differences and similarities in the work of artists, craftspeople and designers in different times and cultures
- evaluate their work

### Our beliefs and ethos within the Art and Design Curriculum

The Hermitage and Oaktree Schools ensure that the following points underpin the curriculum and ethos within Art and Design lessons:

- **Freedom:** confidence to express themselves; individuality to be creative; freedom to communicate
- **Inspiration:** exposure to a range of sources including nature, artists, movements, cultures, music, current affairs
- **Experimentation:** experiment with their own choice of media; perseverance when things need adapting; planning and testing out a variety of ideas/designs
- **Diversity and inclusion:** sources used represent a range of cultures/gender/age; needs and abilities of all pupils are met
- **Joy:** pupils get enjoyment from their Art and Design lessons; pupils take pride in themselves and their achievements
- **Skills:** empower children to experiment; allow children to apply their learning to new contexts with confidence

- **Mindfulness:** Art and Design supports children's well-being, self-esteem and self-expression
- **Collaboration:** shared ideas; shared goal; co-operation

### **Curriculum content**

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an interactive process of exploring, creating and evaluating art. They will work in a range of mediums relevant to chosen artists and art styles. Children will be taught the language of art theory as well as the practical elements of creating artwork.

### **The Hermitage School**

Teachers plan units of work using the school's progression of skills document, which outlines the expected progression children will undertake as they move through KS2. This progression of skills covers all key areas of the Art and Design Curriculum and is aligned with the National Curriculum.

When designing and making, pupils will be taught to:

#### **Explore**

- Use knowledge gathered from exploration of art forms by different artists or art movements to inform artistic design.
- Experiment with different mediums exploring a variety of techniques and styles used by specific artists or art movements
- Generate, develop, model and communicate their ideas through discussion, swatches, and other annotated exploration within sketchbooks.

#### **Create**

- Select from and use a wider range of mediums to create artwork inspired by works/styles previously explored.

#### **Evaluate**

- Investigate and analyse a range of existing works by artists.
- Evaluate their ideas and artwork against their own designs and consider the views of others to improve their work.
- Understand how key events and individuals in art have helped shape the world.

Every term, pupils will have the opportunity to study an artist, art style or technique in detail as part of our Artist of the Term. These will be drawn from a wide variety of cultures, countries and periods to provide pupils with a broad artistic and cultural diet.

### **The Oaktree School**

#### **How teaching is organised:**

In Early Years Art and Design is taught through 'Exploring and using Media and Materials' and 'Being Imaginative.' These umbrella topics are taught through our child-initiated learning. Teachers provide a variety of resources for the children to use and explore and can help guide the children to experiment with different styles and techniques. We have recently introduced 'The Brush Party' into our curriculum in which the children follow a step-by-step guide to create their own works of art based on an 'end goal.' These happen termly throughout the school and provide a good, focussed opportunity for the children to practice their Art and Design skills.

In years 1 and 2 Art and Design is taught within the termly topic following the Cornerstones curriculum. It is often interwoven into the children's learning using a cross curricular approach. During these sessions, the children learn about different artists and the different styles of artwork. They study the concepts of the artwork before producing their own piece of art, often following the termly unit of work. The children are exposed to different types of media, for example, print, sculpture, paint, chalk and charcoal.

### **Teaching design and technology to children with special needs**

We teach Art and Design to all children. It also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

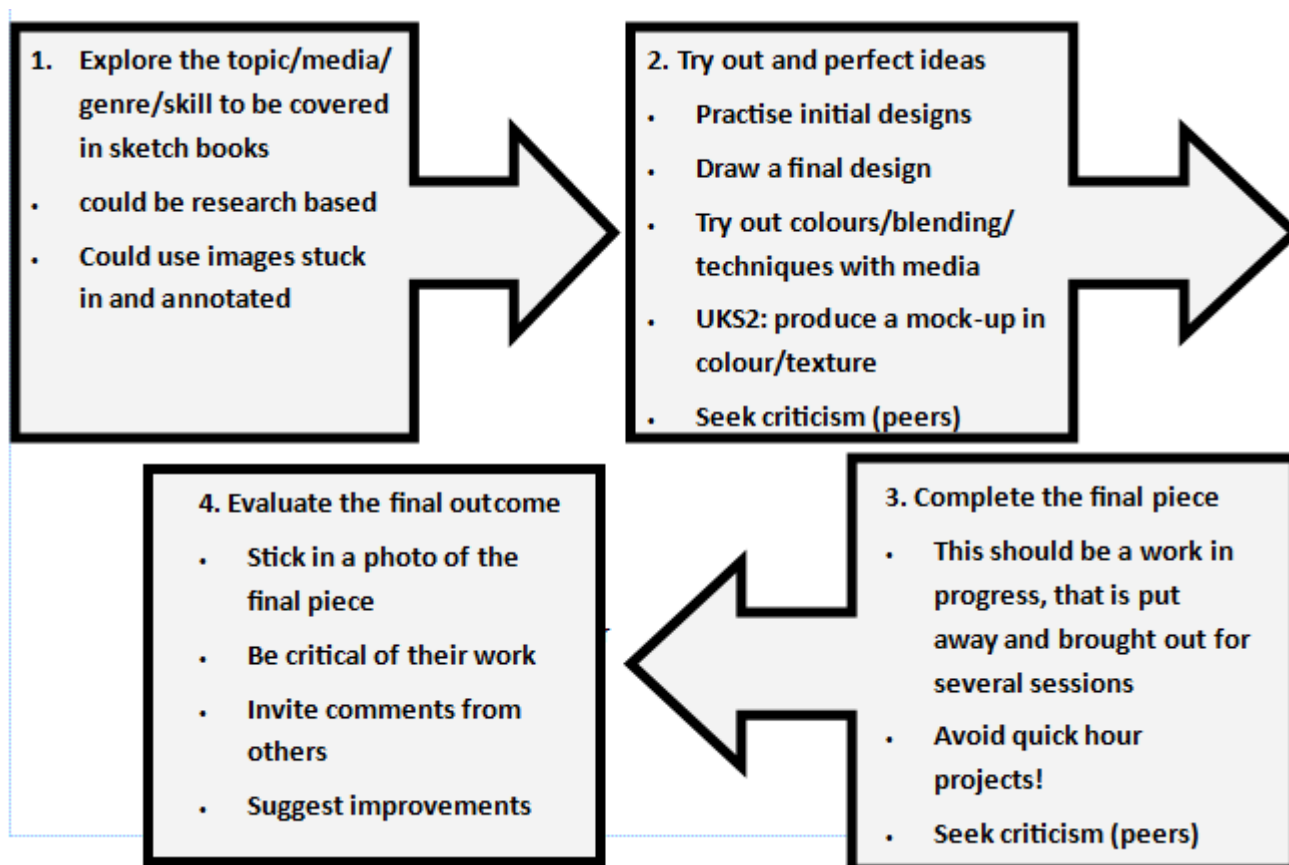
At The Hermitage School, children within the Orchard will actively undertake Art and Design both in the centre and in their mainstream class.

### **Assessment and recording**

#### **The Hermitage School**

Work in Art and Design throughout pupil's time at The Hermitage School will be recorded in their individual sketchbooks. The whole unit of work is displayed in the sketch books, mapping a child's artistic process from the design stage up until the evaluation stage. This recording process allows staff members to see the progress of their pupils in Art and Design and accurately assess them at the end of the year in the annual reports to parents.

All units of work follow this flowchart, which should be evident in pupils' work in sketchbooks:



Teachers assess children's work in art by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement against the school's progression of skills,

which is aligned with the National Curriculum levels of attainment. Teachers then use the levels that they record to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents.

Pupils' work is regularly photographed and uploaded onto Seesaw to share with parents and to create a digital record for monitoring of Art and Design by the subject leader.

### **The Oaktree School**

Teachers assess children's art work by making assessments as the pupils are observed working during the lessons. Art and Design is taught by teachers and PPA cover staff who make both formative and summative assessments to provide the most effective next steps for the child. These steps then help to plan further learning and development opportunities. During the lesson the teacher provides verbal feedback and includes mini plenaries within the lesson to praise good technique and effort.

Pupils' work is regularly photographed and uploaded onto Seesaw to share with parents and to create a digital record for monitoring of Art and Design by the subject leader.

Summative evaluations are recorded using the Art and Design progression plan as a guide and will be shared at the end of the year with both parents and the next teacher to ensure that progression in skills occurs.

### **Extra-curricular opportunities**

#### **The Hermitage School**

As a school, we want to foster children's interest and enthusiasm for Art and Design. To that end, we provide a range of opportunities for pupils to engage with this creative subject outside of Art and Design lessons:

- **Termly Art Challenge competition:** children create their own art work at home, inspired by four prompts which change termly. All work, regardless of quality of outcome, is displayed in the school. For disadvantaged pupils, staff will provide resources if a child does not have access at home.
- **National/regional art competitions:** we have entered national and regional competitions in Art and Design over the years and have been successful in these. These competitions allow all pupils to work together collaboratively to create a group art installation which is a very important skill in Art and Design
- **Art Week:** In Art Week, pupils have the chance to explore an artist, movement, culture or other source in their lessons. The whole school studies the same stimulus and a whole school display is shown in the school hall at the end of the week. Parents are invited in to view the artwork in a whole-school exhibition.

#### **The Oaktree School**

- **Arts Week:** During Arts Week each year group focuses on a continent. The pupils have the chance to learn about the artists, musicians, culture and countries that make up the continent and interesting facts that make the continent and its people unique. At the end of the week the children demonstrate their learning in the form of an interactive assembly presenting their learning to the other year groups in the school.

## **Resources**

### **The Hermitage School**

Our school has a wide range of resources to support the teaching of Art and Design across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Art and Design cupboard ('Art Cage').

### **The Oaktree School**

Resources are ordered termly and distributed to the year groups to store inside the classrooms. Termly the Art lead will email out to see if any resources are needed for any specific lessons or topics. More specialised resources are purchased as necessary for Christmas Craft Day, International Arts Week and the Brush Party, as well as any other cross-curricular lessons or topics.

## **Health and safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for safety and hygiene. Cool melt glue guns and Batik wax are used under direct supervision, with a health and safety briefing given to children prior to use.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the Art and Design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art and Design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Art and Design Subject Leader has specially allocated regular management time which he/she uses to review evidence of children's work, to evaluate strengths and weaknesses in the subject and to undertake lesson observations of art and design teaching across the school.