



MUNTHAM HOUSE SCHOOL

ART & DESIGN POLICY

Art and Design Policy

Overview

Art and Design at MHS will be taught to help pupils gain confidence and develop self-esteem, prepare Them for the evolving demands of work and adult life, and broaden and develop their views of the world around them.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their art, craft and design works. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design reflect and shape our history and contribute to our nation's culture, creativity and wealth.

We wish to work closely with the School Arts Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, which states that children should be encouraged to form and express their views.

We, as a school community, commit to promoting equality. Therefore, an equality impact assessment has been undertaken, and we believe this policy aligns with the Equality Act 2010.

Intent

At MHS, we want to inspire, engage and challenge pupils by equipping them with the knowledge and skills to experiment and create their works of art. As they progress through the school, they will develop a deeper understanding of art and design, exploring its impact on contemporary life and that of different times and cultures.

The National Curriculum for Art & Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Record and revisit ideas in a sketchbook / visual journal.
- Know about great artists, craft makers, and designers, and understand their art forms' historical and cultural development.
- Achieve their potential according to their ages and abilities.

The National Curriculum for Art & Design aims to:

- Provide training and support to develop expert staff with a balanced and broad curriculum suited to developing appropriate knowledge and concepts.
- Ensure management systems and structures support the aims and objectives for art and design.
- Provide appropriate resources for a rich, diverse, and inspiring curriculum.
- Ensure teaching and learning styles are varied and suited to the pupils being taught and the areas being studied.
- Ensure full coverage of the National Curriculum in Art and Design in all year

groups.

Implementation

Art and design are taught as a discrete subject but integrated into the other subject areas. It is integrated into the planning of all subjects and applied across the whole curriculum. In this way, pupils learn the place of the arts in the world around them.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons. Children are taught through demonstrations, practical activities, games, investigations, problem-solving, experimenting, recording and practice, consolidation, and ICT. The teaching style and methods vary according to the subject matter and the pupils being taught.

Pupils develop art and design techniques using various methods: mental strategies, practical activity, written work, problem-solving, discussion, and application of basic skills.

Pupils of different ability levels are catered for through the differentiation of activities provided for them. The pupils work in flexible ability groups that allow for transition between the groups as pupils improve their skills. Differentiation means that all Pupils are taught a stage-appropriate curriculum.

Additional support is provided for all pupils, and their specific additional learning needs and preferred learning styles are considered.

Art and design homework is given according to the school's homework policy.

From Primary 1 to Primary 3, the school follows the national curriculum for art and design. A pupil at the end of Primary 3 should:

- Use a range of creative materials to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop various art and design techniques using colour, pattern, texture, line, shape, form and space.
- Learn about the work of various artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.

From Year 7 to Year 9, all pupils are taught to NC specifications with GCSE prep beginning in Year 7. By the end of Year 9, a pupil should:

- Begin to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- Use a range of techniques and media, including painting, drawing, sculpture and textiles
- Increase their proficiency in the handling of different materials
- Be introduced to great artists and designers and develop their responses using similar styles/techniques
- Analyse and evaluate their work, and that of others, to strengthen the visual impact

- or applications of their work
- Know about the history of art, craft and design, including periods, styles, and major movements from past times to present day

From Year 10, pupils are taught the AQA specifications with GCSE assessment objectives being covered. By the end of Year 10/11, a pupil should:

- Work in a sketchbook/journal to experiment with a range of materials and use this to revisit and develop ideas.
- Research a range of artists and designers that link to their project.
- Collect a range of related images and resources (by taking photos, printing pictures, and collecting materials), which could include observational drawings.
- Annotate work as it develops, including future developments and ideas.
- Use a range of materials and develop their techniques and way of working; this may be mixed media.
- Create a personal response to the studied theme, drawing on all previous work and research.
- Choose an externally set theme from several starting points that best links to their preferred working style.

Impact

Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school and support the English topics where appropriate.

Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills and revisiting ideas; discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic-linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil's voice).
- Moderation and departmental staff meetings where pupils' books are scrutinised allow teachers to dialogue to understand their class's work.
- Annual reporting of standards across the curriculum.

Teaching Guidelines

- Identify what skills and knowledge individual pupils already possess and adapt teaching around this.
- Prepare lessons that will stretch all pupils and their different abilities.
- Have extension tasks for those who are more capable.
- Encourage peer teaching where those who are more able can support those less

able.

- Each final piece will be evaluated by the teacher and used to track progress.
- All pupils will complete the lesson thoroughly, including tidying away and washing up art materials.
- Pupils are to be formatively assessed during each lesson.
- Help pupils identify different art mediums and how they might be used, combined, and experimented with.
- All pupils are to work towards being autonomous in the art room.
- All work is to be marked regularly. The marking standard is such that pupils can correct work or answer further questions given to them through marking their work.

Curriculum Planning

Curriculum planning is managed in three phases and is centred on covering a wide range of art styles/movements and skills set by the NC and selected at each phase by the Art and Design Coordinator.

- **Long Term Planning**

The art and design planning is based on supporting, where possible, the English/topic schemes of work, which details what text will be taught over the year. A cross-curricular approach supports the pupils' learning by immersing and supporting all the learning styles. It includes teaching guidelines and overall objectives for each project group for the year. Long term

curriculum planning will adapt to changes made in the GCSE curriculum, focusing on GCSE capability and the four AQA art and design assessment objectives.

- **Medium Term Planning**

This organises the teaching of art and design into termly or half-termly sections. The planning is more detailed, and the objectives are more specific. This planning is developed by the teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

- **Short Term Planning**

This details the art and design curriculum over the week. Lessons are planned in detail, and a specific objective is set for each lesson. Individual learning goals are also set for each pupil.

The teachers collaborate on planning the arts with regular departmental meetings to ensure parity in provision and to share expertise.

Monitoring and Assessment

The art and design provision is marked and tracked during and after each half-termly project. Each project builds skills and understanding in art and design, leading to a final piece used to assess individual progress. Pupils are regularly encouraged to peer assess, verbally identifying the work they like and why it was successful, which builds on critical analysis and understanding. A smiley face or initials indicate pupil feedback to mark their

work to show they have read and understood the marking/teacher comments.

The teacher marking and assessment sheets and the progress data sheet track the half-term pupil's progress. The language used in ks3 to show the pupils' understanding and track knowledge and ability is emerging, developing, secure, proficient and mastering. Ks4 uses the GCSE grade markers to indicate levels.

Spiritual, Moral, Social and Cultural Development

Creating and designing art pieces can sometimes be a moving and even spiritual experience. We encourage children to reflect on art's significant effect on people's moods, senses and quality of life. Children at MHS can encounter art from different cultures, and through their growing knowledge and understanding of art, they develop more positive attitudes towards other cultures and societies.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Head of English, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.