



THE MOSLEY ACADEMY Art and Design Procedure

ETHOS & ENVIRONMENT

At The Mosley Academy we value the importance of the arts provision to nurture the whole child. We believe it allows each individual to use their imagination to inspire their creativity, take risks and extend their cultural understanding. This will promote enjoyable, memorable learning experiences and develop an individual's spiritual, moral, social and cultural understanding of the world in which they live.

ART AND DESIGN SUBJECT LEAD

The school Art and Design Procedure and strategy lead is Natasha Ingham.

ART AND DESIGN AIMS & OBJECTIVES

The aims of Art and Design at The Mosley Academy are to:

- Stimulate creativity and imagination to enable children to express their ideas, thoughts and feelings through practical experience in a variety of 2 and 3 dimensional media.
- Explore the local heritage in which we live to provide a diverse environment for our pupils to learn from. We will also support children in understanding and appreciating art from a variety of cultures, styles and periods of time
- Promote children's enjoyment of Art through a broad and balanced curriculum which builds on previous work and achievements.
- Enable children to develop non-verbal means of organising ideas and expressing thoughts and feelings and record, communicate and express these ideas in different ways.
- Encourage the development of visual perception and visual literacy.
- Extend and broaden the individual's knowledge about the arts by exploring a wide range of artists, sculptors and architects.
- Develop an individual's spiritual, moral, social and cultural development through thought-provoking activities and time for self-reflection.
- Celebrate and exhibit their own work to build a sense of pride and recognition of creativity.
- Work together as a school community to develop large scale projects for display to embrace a sense of unity and pride in our school.

SKILLS AND ATTITUDES

At the Mosley Academy pupils will be taught to develop a wide range of skills and knowledge which will include:

- Exploring visual, tactile and sensory qualities of materials and processes.
- Developing observational skills with an attention to detail.
- Understanding colour, shape and space and pattern and texture and use these to represent their ideas and feelings.
- Using a wide variety of media in appropriate ways and use a given media in a variety of ways to develop a theme.
- Evaluating a piece of work and progress to modify, develop or change it. Reflection on how to develop their skills further.
- Developing the skills of appreciation of other people's work.
- Designing and making a variety of images and artefacts.
- Using ICT as a skill of recording and expressing ideas.

EQUAL OPPORTUNITIES

At The Mosley Academy, we value every child. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination. We seek to provide a rich and relevant curriculum for all pupils. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Art curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils. Also see the JTMAT Equality Policy.

All pupils have equal access to Art to further their learning. The Art Subject Lead is able to advise teachers on the support that can be provided to individual pupils with particular educational needs. Open-ended activities are an effective way of challenging more able children. Successful teaching and learning will depend on the effectiveness of differentiation as well as the extent to which:

- Learning is broken down into manageable steps;
- Assessment procedures are used to identify learning difficulties;
- Children are given opportunities to become independent learners;
- Children are aware of their own success and progress;
- Children are able to evaluate their work to identify areas for improvement.

RESOURCE PROVISION

Resources for Art are stored throughout the school in the classrooms in which they are used, additional resources are kept in a well stocked Art resource cupboard. Resources for specific projects are ordered at time of planning.

STAFF RESPONSIBILITY & DEVELOPMENT

Inset training is given and the school funding enables us to offer individual training at courses and other relevant training to teachers, ancillary staff and governors. Expertise in school also allows us to provide updates and other training for staff if appropriate. Our partnership with JTMAT has widened the school's relationships with external opportunities.

CONTENT, ORGANISATION AND PLANNING

Weekly curriculum time is allocated in Key Stage 1 and 2 of 1 hour per week. This may be blocked into longer periods of time, for example to allow for Arts Week or a project. The use of a system of long, medium and short term planning will facilitate the organisation of a broad, balanced, coherent and differentiated curriculum.

Long term plans - All teaching staff

Medium term plans - Key Stage teachers and subject leader

Short term plans - Individual class teachers

Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Print-making, Collage, Textiles and 3D.

Planning is developed from our Knowledge and Skills Progression grids with areas of overlap according to the children's needs and abilities. Where possible the teaching and learning links art to topics and other areas of the curriculum, especially linking to the spiritual, moral, social and cultural well-being of the individual. Through a progression of activities we will build on, and develop, children's artistic skills and achievements.

DISPLAY AND PRESENTATION OF ART AND DESIGN

At The Mosley Academy, we believe our displays should be visually stimulating and increase the children's visual literacy and awareness. It is important to us that each child has some of their achievements celebrated publicly. Displays should be changed on completion of each unit of work. The children should be taught the importance of the presentation of their work and as they progress through the school should be given the necessary skills to be able to cut, mount, position and exhibit their own work.

RECORDING ASSESSMENT AND REPORTING

Teacher judgement at the end of each taught unit on the planning overview will lead to a final teacher judgement for the end of each unit. This should be used together with assessment of an individual child's knowledge and understanding and ability to evaluate and make improvements to their work.

Teachers should use appropriate approaches to assessment that:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Provides clear feedback to pupils to aid further learning.

THE ROLE OF THE ART AND DESIGN LEAD

To support colleagues in teaching the subject content and developing the detail within each unit

- Renew, update and complement resources needed to deliver the curriculum, within budget constraints.
- Audit current practices, ensure that lesson objectives are concise and each child is progressing.
- Monitor teaching and learning and ensure it links to the school knowledge and skills progression document.
- Keep abreast of developments in art education and partake in CPD.

HEALTH & SAFETY

In order for children to remain safe when using the variety of tools needed in Art, children need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The children are shown how to use tools and other pieces of equipment safely.

Please refer to the school's Health and Safety Procedure and Risk Assessment file.

MONITORING & EVALUATION

Art is reviewed through lesson observations, work scrutiny, discussions with pupils and monitoring of plans. Pupil views about the arts provision are developed through discussion, such as school council meetings and pupil voice surveys.

The Art Subject Leader works co-operatively with the SENCO and regularly discusses with the Headteacher the progress with implementing the policy in the school. Issues arising from monitoring and review, as well as County and National trends, are used to inform future targets in the S.I.P. for Art where necessary.

Evaluation and review of the Procedure for Art and Design takes place on an annual basis. All staff are involved in any changes or adaptations to the Procedure.

Procedure date: April 2022

Signed: N Ingham