

# Art & Design

## Subject Policy



### Intent

#### Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is 'Believe, Achieve, Succeed'.

Our school motto, 'Believe, Achieve, Succeed', and school values, **Respect**, **Empathy**, **Resilience**, **Courage** and **Passion**, underpin all areas of school life.

#### Rationale

Art & Design provides pupils a platform with which they can build their self-confidence and creativity, whilst allowing them to express themselves in unique and sometimes unexpected ways. Through a successful Art & Design curriculum, pupils will not only learn to express their views, thoughts, creativity and emotions, but will also develop confidence, flexible thinking, communication and cooperative skills. This subject allows pupils to promote self-evaluation at all levels, and make the most of their first-hand experiences in a way that celebrates their unique talents and abilities.

#### Aims and Objectives

We aim to:

- Encourage pupils' enjoyment and enthusiasm for art and design, including building an appreciation for styles and techniques used by diverse, historical and contemporary figures working in this field-including artists, architects and designers and their cultural contributions.
- Provide the opportunity for pupils to express their thoughts, feelings, values and actions, allowing them to become proficient with a wide range of drawing, painting, sculpture and other artistic media.
- Develop the ability to think creatively, independently, confidently, and promote self-evaluation and preservation.
- Plan a wide range of engaging and stimulating opportunities and contexts for pupils to develop their art and design skills, and adapt proactively and reactively in response to changing needs.
- Enable accessibility and celebrate differences in outcome whilst challenging pupils of all levels of ability, ambition, background and disposition cognitively to achieve every success they can.
- Develop pupils' ability to work practically in a range of contexts, including through the use of sketchbooks to record their experiences, as well as with a range of materials.
- Encourage the use of technology and computing to support their learning.
- Take advantage of any opportunities (including cross-curricular) to enhance their skills and development as artists.
- Prepare pupils by providing them with valuable skills for their future careers or leisure.

## Our School Values in Art & Design

	<p>Pupils will come to respect their own value as designers and artists, learning to attempt each piece of work with care and at their best. They will come to respect the techniques and legacy left by artists designers and architects in the world and the role of art as a vehicle for respect.</p> <p>They will learn how to respect equipment and the tools needed to create art, so that they can be preserved and kept in the best possible condition for their selves and others.</p>
	<p>Pupils will develop resilience as they do not immediately achieve the artistic vision they may have their minds and must strive to get the results they want, and accept when this is not the case.</p> <p>They will encounter setbacks and unexpected results in their endeavours and that may not fulfil their expectations immediately. They should recognise that continuing to explore and experiment with materials to find their own style is a key skill in working artistically.</p>
	<p>Pupils will develop the courage to work independently as they transform nothing or a blank canvas into something they can be proud of. This is epically true when working with the unfamiliar and the familiar in new and unforeseen ways.</p> <p>They will develop the courage to make decisions that have the potential to go awry and take a piece of art in a different direction. They may encounter situations where they must have the courage to accept a result that was not what they intended.</p>
	<p>Empathy is a key skill pupils will develop as they develop their ability to compliment and constructively criticise art around them, including of their own and peers’.</p> <p>Pupils will move away from thinking about one way of doing things. They will learn how others, including both artists, designers, architects and their peers have created art and the conditions which they may be responding to.</p>
	<p>It is our hope that will excellent quality first teaching, pupils develop a thirst for developing their passion as artists, designers and see the value of the skills honed by this subject, whichever field they choose to steer towards. Each teacher will have prepared something about the subject which they are passionate about into their planning and teaching every year.</p> <p>Art gives all pupils the opportunity to develop in unique and personal ways that reflect their inner passions and interests.</p>

## Implementation

### Teaching and Learning

*“Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.”*

Our primary curriculum is based upon, but not limited to, the National Programmes of Study for Key Stage 1 and Key Stage 2. Dedicated time for the teaching of art will vary throughout the school, with some lessons using direct art skills as a focus and others integrating it as part of a topic or theme. Art may also be taught in distinct blocks throughout the year, building on a theme or key skill. Art teaching at East Markham Primary School ranges from activities that are whole-class based and teacher led, to cooperative and collaborative group work projects, to individual learning.

In our art & design curriculum, pupils will follow a three step process; **generating ideas**, **making**, and **evaluating**. These steps will be underpinned by key **knowledge** and vocabulary at all stages of the artistic learning journey.

**Generating ideas** will encompass working through pupil sketchbooks, through looking and talk, through making and through use of digital media. Teachers should feel comfortable modelling their own sketchbook alongside pupils, letting pupils discover and share for themselves and enabling pupils to build confidence in their own ideas.

**Making** will encompass the creative process of the pupils, across art, design and craft. Six key areas of making will follow the pupils through the school as they progress as artists. These concepts are; **drawing**, **painting**, **working in 3-D**, **collage**, **printing** and **digital media**. Teachers should balance time sensitively modelling a technique, allowing for plenty of time for pupils to enjoy open-ended exploration and project-based learning, and have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning.)

**Evaluation** will encompass the ability of the pupils to make critical and constructive judgments about their own and others' work in different contexts, such as in a class, small groups or 1 to 1 with a peer or teacher. Teachers should be aware of the importance of sensitively unearthing intention, which may not always be apparent in an end result, and ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process.

**Knowledge** encompasses two main areas: formal and experiential. Formal elements include learning about the techniques, processes and tools, the underlying technical vocabulary and knowledge of other cultures and artists. Examples of this includes knowing about the work of different cultures, designers or the elements of art such as shape or value. Experiential elements include the subjective side to art, and the connection art has with our creativity, ability to explore, confidence and the context in which art is created and for various purposes.

## Pupil Sketchbooks

Each pupil at East Markham Primary is provided with a **sketchbook**. Pupils may also use additional supplementary resources such as a digital portfolio, floor book or photographic evidence of their endeavours, to name a few examples.

The aims for the pupil sketchbooks:

- To provide a record of our pupil's learning, experiences and thought journey in art & design;
- To encourage pupils to become more confident and independent artists;
- To promote reflection and evaluation (of both themselves and others) so as to modify their own work or make additions and improvements, or develop an idea further;
- To develop an understanding and discussion of the contributions made by artists, makers, and designers across traditional, modern and contemporary contexts.
- To help develop creative and technical skills.

Furthermore, pupils' work in sketchbooks might take different forms, including but not limited to lists, text and notes, collections and collaging, diagrams and plans, mixed media, referencing, recording, doodling, respectful appropriation of others ideas, and reflection.

## Response

The sketchbook may be used as a way to record a pupil's responses to various stimuli (for example their observations on a school trip). This is most likely to take the form of drawings, but pupils should be encouraged to make notes and markings in any way that supports their development as artists. The sketchbook may be used a place to develop initial ideas and concepts, however it may not be where the final polished piece of work is found, unless specifically and appropriately directed by the class teacher. Pupils will be encouraged to think of the sketchbook as a place to practice, develop and focus their work. The use of pencil is not exclusive, and pupils should be encouraged to make marks and draw in a range of media. The sketchbook should be viewed as place where mistakes are allowed to be made to foster positive mind-set ideas and perseverance, and allow pupils to see their development.

Work started in the sketchbook may be developed into a finished piece of work elsewhere, or in some cases may not, acting as a reference source of what each pupil has drawn and a resource for future developments. Additionally, it may be more practical for work to be completed on a separate sheet which is then stuck in at a later occasion. It may be pertinent for the sketchbook to be taken on trips or school visits to record what pupils see there, and this should be encouraged whenever possible.

Here are some examples of the forms drawing in the sketchbook may take:

- A focus on shape, line or to practise drawing certain features, or gathering information for a developed piece of work further down the line.
- Practice of different drawing techniques such as shading, formal perspective or drawing from different viewpoints.
- A sketch accompanied by pupil's recordings of details about the item being drawn or sketched for future reference.
- Sketches and work-in-progress drawings or 'blueprints' of ideas that pupils want to design or make.
- Investigative sketches which help them gather information or specific knowledge of how things are made or work.

### Gathering resources and materials

Pupils should be collecting visual information to use as a source of material for their work. In lower Key Stage 2, this might be provided, and as pupils develop towards the end of upper Key Stage 2, they may make decisions about the type of visual information they would like to collect in order to experiment with ideas suggested to them. Examples of evidence could include photographs, photocopies of art works (including that of other children), pictures and cut-outs from magazines, comics, calendars, stamps etc., samples of textures, fabrics and other materials, titles of music or a creative prompt, poems or stories used to stimulate a response, or lists of resources they might need. The individual pupils will be responsible for striking a balance between collected materials and the rest of content within the sketchbook.

### Exploration and Use of Media

Pupils can use the sketchbook to keep their own records (or possibly even those of other children) of exploration of media. The pages themselves might be used, however alternative exploration may take place outside of the sketchbook. Examples may include; colour strips from colour mixing, tone bars (including shades and tints) from tone work, studies of media on different types of paper or card, comments and notes of the use of media (i.e. how to mix a certain colour or get a certain effect). Teachers should encourage pupils to comment and discuss the various media and techniques, even if this is only at a very basic level. Where possible, teachers should encourage the use of the correct terminology, to help our pupils excel.

### Review and Modification

Pupils can use their sketchbooks to record their thoughts on the artwork that they have produced. They can take part in a critical dialogue identifying positive features in their work and ways in which their work can be developed or improved upon. This might simply be a list of comments alongside a photograph saying what they liked and what they might do differently if they did it again. Teachers should encourage pupils to frame their comments positively and with regard to growth mind-set, as opposed to simply recognising flaws or negatives in a piece of work. When pupils decide they have not drawn something 'correctly' and they want to restart, their next attempt should be modified in some fashion so that they can make progress. A teacher may decide to prevent use of erasure or throwing out of previous attempts to allow pupils and the teacher to review the artistic journey.

### Embedding Learning

We make sure learning and understanding are embedded ("Sticky knowledge") through the existence of the key concepts that run through each year group and topic. This ensures pupils have a schema they can build into as they develop as artists or designers. Embedded knowledge is further supported by cross-curricular links and opportunities for cultural enrichment. Lessons will typically begin with an overview of a key concept and vocabulary, as well as making links to previous learning very explicit whenever possible.

## **Knowledge and Artists**

The National Curriculum emphasises that it is important for pupils to gain knowledge and understanding of how artists and craftspeople go about their work. Throughout the school, pupils are exposed to the work of artists and craftspeople, It is important pupils recognise a variety of styles and techniques from both historical periods and the contemporary era, including individuals and collected movements. In this way, pupils understanding art is not a static ideal or something that belongs to the past, and instead continues to be developed in the present and is an integral part of our culture and livelihood. Pupils may develop their understanding through the sketchbook, where they can compare works of art, craft and design. They might choose to find pictures of work and annotate it with their observations, thoughts and feelings or reproduce their own version of works of art. They may choose to write information or comments about the piece. These should include their own personal reactions as this forms part of the evaluative process.

Examples of how pupils could respond to the work of other artists (non-exhaustive):

- Reproductions of artists' work
- Descriptions of things pupils have made and notes on the actual technical processes involved
- Descriptions or observations the pupils have made in regards to what they can see, including via comparison, line, colour, use of lighting, realism vs the abstract and style.
- How the art relates to the pupil's own experiences or knowledge
- Notes upon their reactions, thoughts and feelings
- A longer piece of writing including poems, narratives and non-fiction texts.
- Comparisons with other artist and styles (such as one comic book author to another perhaps?)

Pupils will be exposed to the work of a wide range of artists from different cultures and contexts to promote diversity and inclusive practice. This will include work from different cultures and countries around the world and from different time periods, artists and designers with protected characteristics such as disability, gender or areas of special educational need.

Examples from which artists, craftspeople and designers could be pulled:

- Famous Historical figures and artists, including their movements. Prehistoric art.
- Artists from around the world and different cultures
- Religious art (including stained glass and tapestry)
- Contemporary artists, designers and graphic designers
- Animators, modern and traditional
- Photographers
- Sculptors and pottery-makers, ceramic artists, mosaic artists
- Architects and interior designers
- Manga, comic and novel artists and illustrators
- Fashion designers
- Calligraphers and manuscript artists
- Jewellers and artisans, wood crafters
- Culinary artists
- Street artists



Non-exhaustive examples of artists, crafts people and designers and possible areas of study:

**Joan Miró- automatic drawing**



**Eduardo Chillida- positive & negative space**



**Wassily Kandinsky- art & music**



**Frida Kahlo- Mexcian inspired portraits**



**Emily Kngwarreye- Aboriginal art**



**Katsushika Hokusai- printing**



**Philip Guston- cartoony, destructive painting**



**Sonia Delaunay- circles**



**Henri Matisse- abstract shapes**



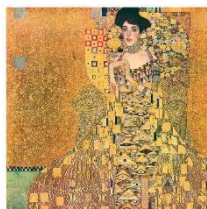
**Jasper Johns- symbols & letters**



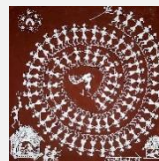
**Andy Warhol – Pop Art, ink blot painting**



**Gustav Klimt- patterns & clothing**



**Jivya Soma Mashe- Warli tribal Art**



**Salvador Dalí- Surrealism, calligraphs**



**Ben Nicholson- Cubist still life**



**Paul Klee- etching**



**Hannah Höch- photo montages**



**David Hockney – movement & line**



## Skills and Techniques

At East Markham Primary, art skills and techniques have been grouped into six categories, following the National Curriculum statements; Drawing, Painting, Sculpture and Other Media.

*Examples of skills and techniques for each of the six branches. This is a non-exhaustive list*

Drawing	Painting	Work in 3-D	Collage	Printing	Digital media
<ul style="list-style-type: none"> <li>• Use of pencils, pens, charcoal, graphite rods</li> <li>• Application of pressure</li> <li>• Creation of texture and pattern</li> <li>• Use of line and curvature</li> <li>• Angles and edges</li> <li>• Shading and tone</li> <li>• Perspective and point of view</li> <li>• Use of colour</li> <li>• Lighting and shadow</li> <li>• Blending and smudging</li> <li>• Sketching</li> <li>• Constructive drawing</li> <li>• Realistic drawing</li> <li>• Cartoons</li> <li>• Still life</li> <li>• Portraits and landscapes</li> <li>• Drawing from memory and imagination</li> <li>• Tracing</li> <li>• Calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolour, acrylic and oil-based paints</li> <li>• Use of variety of brush types and sizes.</li> <li>• Choosing appropriate material or paint on</li> <li>• Care &amp; maintenance of equipment</li> <li>• Line and texture</li> <li>• Mark making without a brush</li> <li>• Colour mixing; shades &amp; tints</li> <li>• Warm &amp; cool colours</li> <li>• Washes</li> <li>• Splattering</li> <li>• Correcting errors</li> <li>• Building layers</li> <li>• Reflections</li> <li>• Glazing</li> <li>• Scumbling</li> <li>• Sgraffito /etching</li> <li>• Painting glass and ceramics/pottery</li> </ul>	<ul style="list-style-type: none"> <li>• Use of clay, modelling clay, sand etc.</li> <li>• Using supports and frames</li> <li>• Form and three-dimensional shape</li> <li>• Use of equipment safely</li> <li>• Creating free-standing sculptures</li> <li>• Varnishing and glazing</li> <li>• Balance</li> <li>• Scale and sizing</li> <li>• Reliefs</li> <li>• Carving</li> <li>• Foam and felt crafts</li> <li>• Maquettes</li> <li>• Paper/card crafts (Origami)</li> <li>• Textiles and fabrics, weaving, sewing, knitting</li> </ul>	<ul style="list-style-type: none"> <li>• Mosaics</li> <li>• Decoupage</li> <li>• Mixed media collage</li> <li>• Photomontage</li> <li>• 3-D collages</li> </ul>	<ul style="list-style-type: none"> <li>• Woodwork and pyrography</li> <li>• Working with ink</li> <li>• Monoprinting</li> <li>• Stamps</li> <li>• Wood and foam block printing</li> <li>• Engraving</li> <li>• Etching</li> <li>• Lithograph</li> <li>• Screen printing</li> <li>• Wood cut printing</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic design software (photo editing and vector graphics)</li> <li>• Photography</li> <li>• Presenting media and art</li> <li>• 3-D modelling</li> <li>• Use of tablets and computer devices</li> <li>• Animation</li> <li>• Light painting</li> </ul>
Composition: <ul style="list-style-type: none"> <li>• Rule of thirds</li> <li>• Positive and negative space/ contrast</li> <li>• Using a grid and reference points</li> <li>• Using a frame and basic shapes</li> </ul>			<ul style="list-style-type: none"> <li>• Measurement techniques</li> <li>• Choosing correct implement and materials for a task</li> <li>• Size and proportion</li> <li>• Symmetry</li> </ul>		



## Cross Curricular

The opportunity to make any cross-curricular links should be used whenever possible. The nature of art lends itself well to supporting all of the other subjects by providing a visual element. A sound understanding of the principles of the subject can help support pupil's creativity, flexible thinking and adaptability, as well as the ability to see things from different perspectives.

Here are an example of how cross curricular links may be made between subjects (*but it is not an exhaustive list*):

Other N.C. Subject	Examples of links	Example activity
<b>English</b>	<p>Portraits of characters in texts</p> <p>Drawing a scene from a text</p> <p>Supporting writing with appropriate artwork</p>	<p>Art is an excellent tool to develop inferential skills, as pupils read deeply into the text to find descriptions and where they cannot, they will come up with justified answers. Drawing a character or scene from a text can be an excellent visual support for some learners.</p> <p>Illustrating a newspaper with scenes of an exciting event. Pictures of objects or animals in a non-chronological report.</p>
<b>Maths</b>	<p>Statistics- graph work and pictograms</p> <p>Shape- properties and angles</p> <p>Measurement</p> <p>Ratio: scaling</p>	<p>Drawing lines accurately is a crucial artistic skill. Pupils can practise using pictograms. Reading a graph will help pupils draw using a grid to reference from.</p> <p>An understanding of shape (Including three dimensional shapes) is an extremely useful asset for building frames to draw from. Most animals can be constructed using basic shapes like circles.</p> <p>Pupils might practise scale by reproducing objects they have seen in real life on a larger/smaller scale in their sketchbooks.</p>
<b>Computing</b>	<p>Computer aided-graphic design</p>	<p>Designing leaflets, e-safety posters or other computer projects can be supported with artistic composition techniques and knowledge of how colours work and affect others.</p> <p>Creating bookmarks or cards using vector graphics software.</p>
<b>PSHE/ citizenship</b>	<p>Art-based activities</p> <p>Comparing and learning about different cultures and differences within our own society</p>	<p>Art could be the medium through which a key idea is explored. For example: anti-bullying posters, making a peace sculpture or drawing people in different roles in society.</p> <p>Where writing may be incapable, art can often help pupils express their thoughts, feelings and beliefs about a certain topic or subject. Pupils could create an artistic response to an issue that troubles them.</p>
<b>Religious Education</b>	<p>Religious artwork</p> <p>symbols</p>	<p>Islamic architecture and prayer mats, Christian paintings and sculpture.</p> <p>How can religious ideas, worship and messages be displayed through artwork and its symbolism?</p>
<b>The arts</b>	<p>Music</p>	<p>Pupils could learn how to transcribe their compositions artistically, perhaps using the works of famous figures like Kandinsky to form the basis of their work.</p>
<b>Design and Technology</b>	<p>Technological knowledge and designing, making and evaluating</p>	<p>The design part of a project and consideration of what will the target audience find appealing. There is a lot of overlap between the two subjects including structural techniques and thought towards use of materials and colour.</p>
<b>History &amp; Geography</b>	<p>Use of topic based prompts to inspire art based learning</p>	<p>Ancient Egypt: Hieroglyphic, clay Canopic jars, tomb masks, pyramid models, papyrus calligraphy</p> <p>Asia: Brush painting, flags and kites, lanterns, Origami,</p> <p>Africa: Masks, shadow lanterns,</p> <p>Ancient Greece: pottery and jewellery, model triremes, theatre masks.</p> <p>Tapestries, dioramas, posters, cave painting, painting inspired from historical events etc.</p>

## **Enjoyment and Engagement**

Pupils should be given ample opportunities to develop their awe and wonder for the subject. This will primarily be achieved through engaging lesson content that caters to all levels of need and ability. Teachers will ensure a consistent yet varied range of activities are provided that are attuned to the needs, interests and development of their class or year group. Where possible, teachers will encourage pupils to use and make choices towards appropriate resources that support their learning journey.

Where possible, pupils are given opportunities for enrichment outside of typical art lessons. This may include use of visiting experts and practitioners of artistic fields that have come in to provide artistic opportunities or talk about the role art plays in their careers. This way, the pupils can start to relate what they are learning to their lives outside of the school day, and show them the potential art has to enrich their lives both in work and leisure. Pupils may be given the opportunity to work artistically and learn more on educational visits, such as trips to activity centres or hands-on historical sites. Opportunities with other schools may become available. It is highly likely that the topics will allow multiple opportunities for pupils to develop their artistic and design skills.

## **Learning opportunities for all**

All children have equal access to the art curriculum in each year group. The staff at East Markham Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, can access to the whole curriculum and achieve their best possible progress. Work will be adapted to meet pupils' needs where it is appropriate, including if additional support is required. Gender and cultural differences will be reflected positively in the teaching materials used. Prior knowledge and ability of pupils will be taken into account, and a suitable cognitive challenge will be ensured for all pupils. Assessment taken against the National Curriculum will allow us to consider each child's attainment and progress against expected standards.

## **Planning and Progression/Continuity**

Art is taught independently but frequently links to other subjects. The National Curriculum is used as a basis for planning. Each skill learned in art will build on prior knowledge and experience from preceding year groups. The correct terminology will be introduced and built upon as pupils progress through the school, allowing them to describe what they have done in more detail and express their thoughts and feelings. Teachers are responsible for planning art lessons, and will make sure each curriculum objective, although not limited to them, for their year group is covered in their scheme of work and skill coverage. To ensure continuity and progression, teachers will build upon previous skills where applicable. Depending on teacher experience or available resources, more advanced concepts or skills might be introduced earlier.

Coverage of the curriculum is expected to go beyond the minimum requirements of the National Curriculum. It is intended that pupils are exposed to an art curriculum that is both deep and broad so as to expand their horizons and inspire them to create, paint and draw with a wide range of materials, and in all sorts of different ways. Eventually, pupils will develop the skills to apply their creativity on their own to new situations and make choices regarding the media and direction of each piece. Cross-curricular, and inter-disciplinary links are included wherever possible. Content for planning will be pulled from a range of contexts and options in order to give pupils a variety of opportunities to learn and experience from.

Whilst (as a general rule) the exact activities, techniques and subjects will vary from topic to topic and teacher expertise, basic skills will follow the frameworks of progression found in the relevant documents.

## **Foundation Stage**

In the Foundation Stage of National Curriculum art, the two main areas of focus are physical development, through fine motor skills, and through expressive arts and design, including creating with materials. Pupils will be taught to use their imagination by dismantling, combining and discarding ideas and materials. Pupils will be supported to develop these skills that will help them to form key concepts and develop their creativity. Pupils will be provided with a variety of materials and Foundation Stage resources to stimulate curiosity. Pupils will explore and research, imitate and experiment and develop their own ideas. Pupils will be introduced to appropriate vocabulary to help them to talk about what they have produced, what they like and how they can make it better. Topics covered include colours (mixing, expression); marks (shapes, lines, patterns); texture and media (smooth, rough, shiny; paint, chalk, crayon). Pupils also begin to learn about the ways in which paintings and drawings can capture feelings.

## **Strategies for meeting pupils' needs**

At any one time, a broad range of abilities, experience and factors will be present in a given class. The class teacher will take into account varying needs and incorporate them into their planning and provision in art. It is not expected that teachers plan separate levels of differentiation for pupils in the class and provision should be envisioned to enable every pupil to access the full aspiration of the curriculum and scaffold appropriately to allow every pupil to achieve success. Teachers should consider a range of strategies for supporting learners working beyond and towards the expected level.

## Impact

### Assessment

Each year group will be assessed against the National Curriculum objectives for their respective Key Stage. Throughout the school, teachers will assess whether children are working at, beyond or towards the expected level for their age based on their understanding and application of the content of the National Curriculum. Progress and attainment are communicated to parents through parents' evenings and reports given at the end of the year.

In our school, assessment in art should not be a judgement, and should only be used in the scope of inciting pupil encouragement, confidence and progress. Furthermore, this should also be framed in a positive manner. Pupils should be encouraged to act creatively, but also to accept that critical judgements can be made in order to establish what works and makes a piece successful, and what may not. Pupils should be encouraged to think reflectively about what they or others have created, and come to the conclusion that development in this subject is an endless cycle of investigation, experimentation, creation, analysis and feedback. "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported."

When assessing art, teachers will be looking at three key areas:

- **Participation & Involvement:**
  - *Have the pupils gained experience or knowledge of the activity?*
  - *Have pupils overcome any reservations regarding techniques or materials?*
  - *Have pupils displayed a credible effort?*
  - *Have pupils persevered when encountering difficulty or challenge?*
- **Progression:**
  - *Have pupils matched the example class standard or are they working towards it?*
  - *Have pupils exceeded your expectations or the basic standard?*
  - *Have pupils made clear improvements from their starting point?*
  - *Have pupils gained confidence or aptitude?*
- **Attainment & Ability:**
  - *Does the pupil have special educational needs that need to be taken into account?*
  - *Is the pupil working with greater depth or mastery over the subject matter?*
  - *Do the pupils possess prior knowledge or understanding that may affect the outcome?*
  - *Do the pupils have misconceptions about the subject matter?*

### Marking

At East Markham Primary School, each pupil is provided with a sketchbook. It is not expected that artwork or these sketchbooks will be marked, and for the most part, feedback for this subject is expected to be verbal. Where a teacher has chosen to provide written comments, for example in the event of exemplary effort or achievement, this shall be done accordingly following the guidance in the school's marking and feedback policy (please consult the relevant document for more information). Pupils may be asked to self-assess or peer assess their own or other's work if an appropriate occasion requires it. The highest standards of presentation and commitment to their work are expected of the pupils and will be modelled and demonstrated by the teacher.

## **Monitoring & Role of the Subject Coordinator**

At East Markham Primary School, the art & design coordinator will be responsible for supporting teachers deliver the art curriculum, and for maintaining high standards and aspirations regarding the subject. They will ensure continuity and progression of art throughout the curriculum, as well as promoting the aims and objectives of the art policy, making sure they align with the school's vision and values.

The art coordinator will be responsible for keeping up to date with any changes and developments in the art curriculum, attending training where necessary to maintain high standards. They will then communicate these developments back to the larger part of the staff through training or other appropriate means of communication. The subject leader will be responsible for advising other members of staff about equipment and resources necessary to deliver the subject. The art coordinator should strive to ensure all content knowledge gaps in understanding are addressed and the staff feel comfortable and prepared enough to deliver the art curriculum, equipped with relevant and appropriate pedagogical strategies. Staff have the opportunity to complete reviews on their subject knowledge and pedagogical strategies regularly, and pupil voice is also taken into account through interviews and questionnaires.

The subject coordinator may review sketchbooks or resources to make sure they have a strong overview of the state and successes of the subject across the school and allow them to review accurately. Long and medium term planning is subject to regular scrutiny and review in order to enable an adaptive approach that ensures the best outcomes for our pupils. Evidence of art work can take the form of physical sketchbooks or floor books, school displays, photographs or any other suitable medium.

Examples of forms monitoring may take:

- Learning walks
- Sketchbook looks and reviews
- Lesson observations
- Teacher feedback surveys and interviews
- Pupil voice, through feedback, interviews and questionnaires
- Subject and resource audits.