

Art and Design policy MELBOURNE JUNIOR SCHOOL

March 2025



Approved by:	Full Governing Board	Date: 31/03/2025
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Next review due by:	March 2027	

Intent

At Melbourne Junior School, we aim for all children to have a high-quality Art and Design education which inspires, excites and challenges them.

We want our pupils to be equipped with a range of skills and knowledge which will support them to experiment, invent and create works of art. We aim for children to show respect for other artists and other cultures whilst developing their evaluation skills. We aim to enable our children to have the confidence and the ability to express themselves through art and take pride in their work.

We also aim for the children to showcase their work and celebrate it within the school and local community, including our local art gallery.

National Curriculum Requirements of Art at Key Stage 2

Art lessons are planned to help the pupils develop their creative talents and appreciate various types of art and artists.

Pupils are taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Scheme of work:

All art lessons are taught from our long-term plan which is taken from the Kapow scheme of work.

Sequence of lessons within a unit of work:

Within each unit of work, children are given the opportunity to develop their substantive knowledge of art: knowledge of one or more art elements (line, shape, colour, form, value, texture, space) and factual knowledge of quality artists and designers.

They should also be supported to develop their disciplinary knowledge, by critically evaluating and appraising work of other artists, and interpreting how the elements have been used to create a desired effect.

- Retrieval slides are used to check and revise prior knowledge of the elements of art, and knowledge of previous artists.

- Key vocabulary slides are used to ensure that the correct art vocabulary is used and progressed upon each year.
- Children have the opportunity to see quality examples of a variety of art. The children should be taught facts about the style/period, and they should also be supported to interpret art: what messages are being conveyed; how does it make you feel; what elements have been applied and what effect do they have?
- Skills lessons are taught to discreetly focus on one or more art elements, using a range of materials. Children should be given the opportunity to experiment.
- Children are given the opportunity to create an end product, showing authenticity and creativity, applying their newly learnt skills and previously learnt skills.
- Children are taught how to critically analyse and appraise their work and that of their peers.

Sketch books

Within each unit, sketchbooks should show evidence of the following:

- 1- vocabulary pyramid for the unit
- 2- analysing an artist's work/ a style of art
- 3- practicing a skill(s), focusing on one or more elements, which will be applied
- 4- creating an end piece of art (the piece of work or a photograph if it is not suitable to be displayed in sketchbook)
- 5- end of unit assessment

Sketchbooks are an essential record to show progression of each strand across the key stage, and to celebrate the children's work.

Health and Safety

Children should be taught to use aprons as appropriate and be encouraged to develop safe and tidy work practices. Teachers should always teach the safe use of tools and equipment and insist on safe practice.

Inclusion and Equal Opportunities

All staff are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability, have the opportunity to experience Art education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupils' abilities to ensure progress.

Resources

High quality resources are provided for use in lessons. Each year group have their own designated Art trolley stocked with relevant resources. Trolleys should be clearly labelled. Maintenance of the trolleys is the responsibility of the Art coordinator and year group teachers.

Other resources are located around the school. Art resources are ordered annually.

Organisation

The Art long term plan ensures coverage and progression of each area of visual art: drawing, painting, sculpture, collage, textiles, printing, work of other artists. Within these areas, the 7 elements of art are covered and progressed upon (*line, shape, colour, form, value, texture, space*).

Art should be taught for at least 3 half terms per year, alternating with Design and Technology.

The School Environment

Art is celebrated in the school environment through displays of children's work and professionally produced artefacts.

Partnerships and community involvement

The school has good partnerships within the community.

We have links with the local art gallery (Creative Melbourne Gallery). We work in collaboration with the gallery to hold workshops where our Year 6 pupils have the opportunity to work with local artists. We also have collaborative projects where the children have the opportunity to have their work displayed in the gallery.

The school also has strong links with the local church, where children's artwork has been exhibited for the public to see.

Other opportunities are taken when available.

Assessment

Instant feedback given during practical lessons.

End of unit assessments (from Kapow) carried out at the end of each unit. These are stuck in sketchbooks and marked by the teacher. Assessments to be recorded on Insight.