



# Art and Design Policy

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# OASIS ACADEMY PUTNEY

## Art and Design Technology

### Vision Statement

Together we learn, grow and achieve.

### Our School Vision and Values

Oasis Academy Putney is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

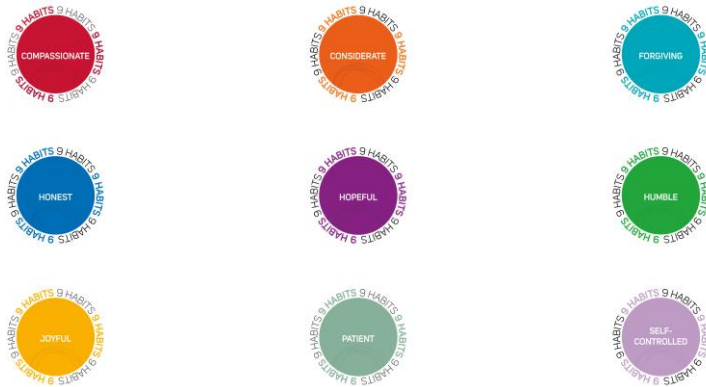
### It takes a whole village to educate a child

This African saying reflects the importance of the whole community in educating our children. Support goes beyond the classroom and beyond the Academy gate. Parents, carers, families and other members of the community are invited to be involved in the life of our Academy.

At Oasis Academy Putney we aim to:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged
  - Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively
  - Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture
  - Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality
  - Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better
  - Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values
  - Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually
  - Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness
  - Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things
  - Promote a feeling of pride and confidence in learners' identities; as individuals, as members of our academy, as part of the local community and as citizens of the world
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Everything we do is underpinned by the Oasis 9 Habits:



## Our Vision for Art and Design Technology

“Every child is an artist. The problem is how to remain an artist once we grow up.” Pablo Picasso.

Art and Design is important at Oasis Academy Putney due to the positive impact beyond the lessons. Participation in art has resulted in improved outcomes in English, Mathematics and Science. Benefits have also been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Furthermore, we have found that it encourages positive attitudes towards learning and wellbeing. Participating in art activities helps pupils to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.

At Oasis academy Putney, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. The vision for art at Oasis Academy Putney is to equip children with the knowledge and skills to experiment, invent and create their own works of art. They should also know how art reflects our history. It has been proven that early exposure to visual art promotes activity in the brain. Art nurtures inventiveness as it engages pupils in a process that aids in the development of self-esteem, self-discipline, cooperation and self-motivation.

## Implementation

Our Art and Design curriculum is designed to follow a research, design, produce and evaluate structure. This allows pupils to combine their existing knowledge and skills with new learning before applying this creatively to a new piece, a representation or response to an existing piece of artwork, linked with their current topic. This way of working is promoted throughout the key stages, allowing the children to building on their skills each year. The project develops over a half term and during the year they will complete three Art projects. Alternating each half term with Design and Technology. This allows for complete immersion in the project and the ability to learn and build on the skills they will need.

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## **Curriculum Coverage**

### **Art and Design National Curriculum**

#### **Key Stage 1**

Pupils should be taught:

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

#### **Key Stage 2**

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.

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 (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

#### **Early Years Foundation Stage**

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary.

#### **Our Art Curriculum Impact**

- Pupils to retain knowledge and specific skills in relation to the chosen focus artists
  - The large majority of pupils will achieve age related expectations in art
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- Pupils apply learned art skills in their own work.

We use formative assessment to determine pupil's understanding and inform teachers planning. Art skill progression documents support this.

Assessment highlights strengths as well as knowledge and skills that still need to be embedded. Children in Foundation Stage are assessed within Expressive Arts and Design

Art is monitored throughout all year groups using a variety of strategies such as subject leader learning walks, topic and sketch book scrutinies and pupil interviews.

### **Role of the Subject Leader**

1. To monitor the subject and be able to comment accurately on:
    - standards throughout the school
    - progression of skills throughout the school
    - trends over time
  2. Know the strengths and weaknesses in Art and Design and implement an action plan in line with school policy.
  3. Write, maintain and develop a policy for the delivery of Art and Design in the school.
  4. Advice and assist members of staff within the school in the delivery of Art and Design.
  5. Order and maintain resources so the subject can be successfully delivered throughout the school.
  6. Manage the Design and Technology budget.
  7. Maintain professional development of the subject leaders and staff within the school in regard to Art and Design.
  8. Lead staff meetings and feedback to staff on any undertaken CDP.
  9. Work alongside the SENCO and staff to support the provision for identified pupils.
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