



NEWFIELD PARK
PRIMARY ACADEMY

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Art Guidance



Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our school aims are:-

To provide a safe and stimulating school environment.

To promote high standards of teaching and learning.

To value and develop all members of the school community.

Curriculum

The school's curriculum is designed to meet the needs of its pupils, and its major aims are to provide all children with an education which will help them to:

Enable all to achieve their potential, celebrating success within a caring environment.

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Foster a love of learning.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Develop an increasing responsibility in pupils for their own life-long learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy workplace.
- Promote a thoughtful attitude towards the immediate and wider environment.



Philosophy/Rationale.

Art and design is a valued part of the curriculum at Newfield Park Primary Academy.

“Art, craft and design embody some of the highest forms of human creativity. 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 own works of art, craft and design. 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 both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.” – National Curriculum

Art is a valued part of the curriculum at Newfield Park Primary Academy. Art engages, inspires and challenges all children and helps to develop creative understanding. Children learn that creativity comes in many forms and that everyone is entitled to an opinion about the art work that they are creating or studying.

Children learn a range of skills and techniques using a wide range of media and materials. Art work also links to other curriculum areas. Children learn the skills of drawing, painting, printing, collage, textiles, digital media and are given opportunities to explore and evaluate creative ideas. The study of artists, craft makers and designers is developed and an appreciation gained with children of the diverse world in which we live.

Sketch books are used as an integral part of the art curriculum. Children will feel confident to explore ideas and use sketch books as an outlet for creativity as well as recognising their importance of aiding positive well-being.

Aims

In Art, our aims at Newfield Park Primary Academy are:

- Enable pupils to become visually literate.
- Be used as a form of communication.
- Develop pupils' creative and technical skills.
- Develop pupils' imagination and originality.
- Develop pupils' capacity to observe and learn about the world in which they live.



- Develop pupils' ability to articulate and communicate ideas, opinions and feelings about their own and others work.
- Develop pupils' ability to evaluate and analyse work using language of art, craft and design.
- Develop an appreciation for the art work of artists, craft workers, architects and designers.

Planning for Art

At Newfield Park Primary Academy, teachers use the Kapow Scheme of Work which is underpinned by the 2014 National Curriculum.

Each art unit is topic based ensuring skills are progressive and taught. Each year group complete Medium Term plans, giving details of skill coverage each term, ensuring appropriate balance and progression.

Foundation Stage will use guidance from the EYFS framework- Expressive Arts and Design. Kapow is used for lessons.

Our artist in residence, Ms Sally Shaw works with children throughout the year from Nursery to Year six helping to develop art skills. Planned timetables are in place and is used as an opportunity for professional development with staff and art leaders.

Sketch books are used throughout the school as the children progress from Year one to Year six. They will move through the school as the children progress from one year to another and across key stages. Children are encouraged to use them as means of:

- Recording, exploring and storing visual and other information for reference.
- Working out ideas, plans and designs.
- Reflection of work, reviewing and identifying progress.
- As an ongoing record of achievement.
- As a tool to promote well-being.

Assessment, Recording and Reporting

Informal, on-going assessment of learning outcomes will be used to determine pupil understanding and future learning. Teachers will report back to children on their progress verbally and via marking of books, including sharing next steps. Children will also be given the opportunity to self and peer assess.



Termly, teachers will use school assessment sheets based on the 2014 Curriculum in order to record children's progress, reporting whether they are developing, secure or exceeding National expectations.

In the Foundation Stage children are assessed through careful observations and adult led activities. Teachers use the Foundation Stage Profile and Development Matters to monitor progress in the Early Learning Goals for Expressive Arts and Design.

Cross-Curricular Links

Art can help to provide meaning to all other subjects in the curriculum. It provides opportunities to develop fine motor skills, observation skills and concentration.

English: Art makes a significant contribution to developing literacy skills of reading, writing, speaking and listening. Children respond to different ideas and the starting points of their work. They can compare ideas, methods and approaches in their own work and that of others and to say what they think and feel about them.

Mathematics: The teaching of Art contributes to children's mathematical understanding by giving children opportunities to develop children's understanding of shape and space through work in two and three dimensions.

PSHE and Citizenship: Through Art, children are expected to be reflective and evaluate their own and others work respectfully. Children are encouraged to take risks, experiment and reflect on the knowledge and skills they have gained. There is an opportunity to develop a greater understanding of cultures and traditions reflecting the diverse world in which they live. Children are also encouraged to use art and design as an outlet for positive well-being.

Computing: ICT enables teachers to share resources with children using multimedia. Children will be given opportunities to use laptops and tablets to research, investigate and record their findings. In addition children will learn to



integrate images into their art work and use a range of drawing and painting apps and packages that will enable them to produce their own digital art.

Seesaw.

The teaching and learning tool, Seesaw, is used throughout the school and from EYFS the children will be encouraged to record responses and access art opportunities through their own learning journal in Seesaw. Additionally, staff will be able to upload outcomes, capture skills and work throughout lessons, saving outcomes into the Art folder on Seesaw. This can be accessed by all staff and is a great tool for subject monitoring for the subject leader and also a fantastic way of evidencing progression of skills across the year groups.

Fieldwork and Trips

The school grounds and surrounding area, particularly Forest school areas will be used wherever possible to enhance learning in Art. Residential trips also include opportunities for further development in children's art work.

Inclusion in Art

At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- Planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that children with SEND can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using a study buddy, providing writing frames, using coloured overlays/print, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.
- Making reasonable adjustments so that pupils with physical difficulties can access any outdoor learning activities.



- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.
- Accounting for the needs of more able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities.

Pupil Premium

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

Safeguarding

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are encouraged at all times to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum. Any field work, trips or residentials undergo thorough Risk Assessments to ensure that all experiences are safe for our children.

If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.



Health and Safety

All fieldwork will be planned with reference to the School's Health and Safety Policy. Risk assessments will be made of trips and activities as necessary. Staff are advised to visit any new sites for trips. Pupils will be encouraged to develop a sense of safety for themselves and others. At all times, children will be taught how to care for and handle equipment and media safely and with respect. When using ICT in Art, staff will ensure children adhere to the rules and expectations as outlined in the E-Safety policy.

Resources

There are a wide range of resources to support the teaching of Art and Design. Resources are stored in its own cupboard located in the key stage one/Early year's corridor. A key is located in the atrium area. All resources must be collected and returned by a staff member and not children. It is the responsibility of teachers to inform the Subject Leaders if any resources need replacing or if new ones need purchasing.

Monitoring and Review

An action plan will be drawn up by the subject leaders at the start of each year. Art will be monitored through book trawls, seesaw, pupil interviews and planning trawls, collated on a snapshot proforma and this information will be fed back to staff. Where time is allocated, informal lesson observations may also be completed by subject leaders. The subject will then be reviewed at the end of the school year.

Role of the Subject Leaders

The Subject Leaders are responsible for monitoring the planning, teaching and assessing of Art across the whole school. In conjunction with teachers, they ensure all resources are up to date and relevant for the topics being taught. They help colleagues to develop their own subject expertise and knowledge and understanding. Action plans and policies for Art are the responsibility of the subject leaders.

A.Reynolds R Johnson