



THE SPIRES FEDERATION

OUR CORE VALUES ARE: SUCCESS, HAPPINESS, INSPIRATION, NURTURE and EVERYBODY

Our Mission,

The Spires Federation is a nurturing family of small schools that are committed to excellence. We hope to inspire all of our pupils to enjoy learning, make outstanding progress and achieve their full potential.

‘OPENING DOORS; OPENING MINDS’

ART and Design POLICY

DRIVERS	TO FOSTER LOCAL AND WORLD-WIDE KNOWLEDGE	TO BE RESPONSIVE TO AN EVER-CHANGING WORLD	TO DEVELOP CONFIDENT, INQUISITIVE, INDEPENDENT AND RESILIENT LEARNERS	DELIVER SHARED LEARNING OPPORTUNITIES, IMPACTING ON A WIDER AUDIENCE TO MAKE A VALUABLE CONTRIBUTION IN A 21 st CENTURY BRITAIN	TO VALUE EMOTIONAL PHYSICAL AND MENTAL HEALTH AND WELL BEING

SUBJECT INTENT	<p>Our ART curriculum is designed so that all children receive their entitlement to the full breadth of the Art and Design curriculum.</p> <p>Opening Doors. Opening Minds. is critical to our curriculum intent – to expand the experiences and ambitions of our pupils. Our curriculum is wide, deep, knowledge based and is brought to life through a variety of rich, vibrant and purposeful experiences.</p> <p>It is carefully designed to stimulate our children and so develop their inquisitive nature whilst also developing their communication, creativity, confidence and resilience both in indoor and outdoor environments making our children worldly wise.</p>			
Underpinned by...	High Expectations	Modelling	Research/Evidence	Vocabulary/Quality texts
	High expectations of children's capabilities from all members of staff.	Modelling to be shared regularly by all members of staff to encourage and engage pupils effectively ensuring they know how to use equipment correctly and safely.	<p>Art curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf</p> <p>Development Matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</p> <p>Trinity Art Awards https://www.artsaward.org.uk/site/?id=64</p>	<p>Sarrchi gallery Tate modern Tate Britain V &A</p>

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IMPLEMENTATION	<p>In the Spires Federation, we value Art and Design as an important part to our children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend their skills and to express their own individual interests, thoughts and ideas.</p>
	<p>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 the pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft or design. As pupils progress they should be thinking critically and develop more rigorous understanding of art and design. They should also know how art and design reflect and shape our history and contribute to the culture, creativity and wealth of our nation.</p>
	<p>Children are taught about local, national and international famous artists from the past and now. This allows the children to have a wide range of understanding of the impact art continues to have in the world.</p>
	<p>Children are encouraged to enter competitions and to join in a whole Federation Art project for world Art day each year. This brings the Federation together and supports and inspires all.</p>

IMPACT	<p>PUPIL VOICE Children will be spoken to regularly as part of their learning.</p>	<p>EVIDENCE IN KNOWLEDGE Displays</p>	<p>EVIDENCE IN SKILLS</p> <ul style="list-style-type: none"> • Staff to upload evidence onto Twitter • Books showing progression where applicable –sketch books. • Every child has a knowledge organiser at the front of their sketchbooks. These knowledge organisers allow children to refer back to key vocabulary when needed. They also 	<p>OUTCOMES</p> <ul style="list-style-type: none"> • By the end of the Year all children would have experienced many different types of Art and Design. • Children will have built on prior knowledge and skills to fine tune known skills and develop new skills. • Assist pupils in becoming visually literate.
	<p>PARENT VOICE Regular communication with parents at parents evening, through school surveys.</p>	<p>Twitter #SpiresArtists</p> <p>Teacher knowledge of pupils</p>		

	<p>INCLUSION</p> <p>Staff have attended SEN training with SENCO.</p> <p>Areas of learning are accessible to all children using a range of learning styles to cater for all.</p>		<p>give children an insight towards what each module will be about.</p> <ul style="list-style-type: none"> • Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. • Throughout the journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an KEY artists, craft maker or designer and their work • Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work. • In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. • Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts. • Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists. 	<ul style="list-style-type: none"> • Develop powers of observation. • Develop aesthetic sensibilities to make judgements about Art. • Encourage the use of imagination and original thought. • Provide opportunities to learn about the world in which we live. • Develop the ability to communicate ideas, opinions and feelings about their own work and that of others. • Encourage children to be able to respond knowledgeably to the work of other craftspeople, knowing that there are different kinds of art made for different purposes. • Acquire a range of different skills using different media as the children progress through the school.
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SEN	Data	Books	Planning	Observation
<p>Four-stage graduated approach to supporting needs</p> <p>The SEND Code of Practice sets out a graduated approach to provide support for children with four stages of action.</p> <p>Assess</p> <p>Assess the child's development and needs. Include</p>	<p>Final art work uploaded onto twitter.</p> <p>Displays around the school to show case children's work.</p>	<ul style="list-style-type: none"> Books to be monitored. Staff to monitor sketch books to ensure levels of support in developing research and understanding is happening. The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Spire Federation reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design 	<p>Children developing skills within sketch books.</p> <p>Developing a critical eye and learning and being inspired by great works.</p>	

<p>parents and the child where age and stage appropriate. Do you need to seek more specialist help from health, social services or other agencies?</p> <p>Plan</p> <p>Agree what strategies, interventions and support are required. Do staff or parents/carers need any information or training? Include a date for reviewing plans and progress.</p> <p>Do</p> <p>Implement the plan and observe the child's response to the action taken.</p> <p>Review</p> <p>Review the effectiveness of the support and the impact has there been on the child's progress. Reviews should include the key person, SENCO, parents and the views of the child, including any agreed changes to outcomes and support.</p> <p>This process needs to become a regular cycle, identifying the most appropriate way of ensuring the child is making good progress, including seeking</p>		<p>learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks.</p> <ul style="list-style-type: none"> • We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. • Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries, we aim to develop our future artists and their appreciation of the art around them. 	
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further specialist help if required.			
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