



Art and Design Policy

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Introduction

Art, craft and design is a means through which children are able to develop skills, explore experiences and respond to visual images. It plays an essential role in the development of wider communication skills.

Art and design offers opportunities to:

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate thoughts, feelings and meanings;
- Explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

Aims and Objectives

- To promote children's enjoyment of art and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process.
- To stimulate each child's creativity and imagination.
- To enable pupils to become visually literate: to understand and use Art as a means of communication.
- To increase the pupils' capacity to enjoy and value the visual, tactile and other sensory dimensions of the natural and manmade environment.
- To develop the pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others.
- To develop the pupils' aesthetic sensibilities and capacity for original thought.
- To increase awareness of the role and purpose of art and design in different times and cultures.
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control.
- To develop each child's understanding of colour, form, texture and pattern through a broad and balanced curriculum.

Organisation and teaching

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.
- Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.
- These aspects of art and design are developed through individual and collaborative work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers.

Art, Craft and Design Experience

At all stages all pupils will:

- observe, record and express the natural and manufactured world through a variety of media.
- undertake individual and group projects in art which encourage group, independent & imaginative work.
- have time to reflect on and talk about their work.
- be encouraged to develop an aesthetic awareness of their environment.
- be experiencing reproductions of “Works of Art” and discussing them in a meaningful way.
- realise the cultural heritage of other societies both past and present.
- be developing an understanding of technological processes in relation to art and design activities.

Planning

All teachers will follow the Access Art scheme; long term, medium term and short term plans are readily available with supporting materials (such as teaching slides, videos, resources and assessment tools). In the Garden Class Art will be taught discreetly once a week. In the Meadow Class Art will be taught every discreetly, other half term once a week.

Assessment and Record Keeping (also see Assessment Policy)

In Art, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child’s progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

Formative assessment also enables pupils to be involved in their own assessment. Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked.

Monitoring and Evaluation

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils’ progress.

Health and Safety (see also Health and Safety Policy)

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of the dangers. If in doubt teachers should liaise with the art and design subject leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include: spray fixative, glue guns and needles.

Equal Opportunities (see also Equal Opportunities Policy)

All pupils should have access to the whole art curriculum and resources, regardless of race, gender or SEND. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

The role of the co-ordinator

The role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of art and design;
- Offer specialist advice and knowledge for pupils with special needs and more able pupils;
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake lesson observations of art and design teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources and manage a delegated budget.
- Advise the Headteacher of any action required (e.g. resources, standards)
- Keep the Headteacher and Governors informed of strengths and weaknesses in the subject, indicating areas for further improvement;

Display

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

Monitoring and review

The Headteacher and Art Subject Leader will monitor the effectiveness of this policy on a regular basis. The Headteacher and Art Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.