



Art and Design Policy

Policy adopted – May 2019

To be reviewed – March 2022

The Acorn Federation **Art and Design Policy 2018**

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art and Design in The Acorn Federation.

Definition

“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 2014

Rational

Art and design activity enriches children’s learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others’ work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

Aims

The core curriculum for art and design aims to ensure that all pupils:

- Produce creative work, explore their ideas and record their experiences.
- Become proficient in drawing, painting sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.

Teaching Objectives

We use the 2014 National Curriculum.

EYFS

Skills in the Foundation Stage are planned through the objectives within the EYFS.

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, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the 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 use of materials with creativity, experimentation and an increased 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.

Planning

We use the New Curriculum as the basis for all our planning. The infant class follows a three year cycle of topics and the junior class follows a four year cycle. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged.

We carry out curriculum planning in three phases (long term, medium term and short term). Whenever possible and appropriate, cross curricular links should be identified.

Teachers from the Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the skills to be covered.

Record Keeping, Assessment and Reporting

As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out, and levels of achievement of the work.

Photographs are a useful tool to keep, as a reminder of pupil's achievement.

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. Children's progress in Art and Design is reported to parents through the pupil annual report and consultation meetings throughout the year.

There is no statutory teacher assessment in KS1 and KS2 for Art and Design.

Speaking and Listening

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

Monitoring

The monitoring of coverage and progress across the school will be done by the subject co-ordinator in consultation with teachers and the SLT.

Inclusion

The Acorn Federation plans to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to succeed. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

Equal Opportunity

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

The Coordinator will review this policy on a 3 yearly basis.