



Palace Wood Primary School

Policy for

Art and Design

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Rationale

Art and design is essentially concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Making art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

Aims

- To develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world;
- To enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art;
- To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context.

Objectives

- To provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self esteem;
- To develop pupils visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience;
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two or three dimensions, both expressively and in design
- To encourage pupils to evaluate and review their work and that of others, both individually and in groups;
- To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas;
- To develop pupils' understanding and appreciation of art and design as a positive force within their everyday life. Using their knowledge to inform their own creative work and seeing themselves as makers within a broader cultural context;
- To encourage the pupils to respond to, and particular opinions on art, craft and design.

PRINCIPLES OF TEACHING AND LEARNING

Differentiation and Special Needs

Study in art and design will engage children in a variety of different activities, practical work, critical reflection, discussion and planning. Differentiation in many art and design activities will be by outcome. However, care in the planning of lesson content for the support of pupils with Special Educational Needs, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation in art may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

Breadth and Balance

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and ICT are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials. Opportunities will be provided for them to respond to themes and starting points which will be planned to develop skills in systematically applying the visual elements of art.

In Key Stage 1 Art is taught through themes, to a notional time of 18 hours a year, although it could be more because of cross-curricular work.

Art is developed through the study of the work of artists, and a variety of cultures (both Western and non-Western) will be an integral part of practical art and design activities.

Variety

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- Express ideas and feelings;
- Record observations and engage in visual investigation;
- Design and make images and artefacts;
- Exploring and experimenting with both two and three dimensional materials.

Relevance

Much of children's learning is initiated, developed and reinforced by means of visual and tactile experience. Children begin to communicate through making marks as well as through speech. Their ability to discriminate visually between shapes and to draw them accurately is closely aligned to the development of writing. Many pupils access learning across the curriculum through drawing and offer good evidence of what they know and understand in visual form.

Cross-curricular Skills and Links

Many opportunities will be provided to develop pupils':

- Creative skills;
- Knowledge and understanding of the world around them;
- Sense of time and place;
- Awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Progression can be achieved by:

- Increasing the range of experience, materials and processes, building upon previous knowledge and understanding;
- Increasing the level of challenge and expectation of achievement;
- Continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions;
- Encouraging deeper contemplation and reflection on their own work and that of others. Increasingly making more informed use of their study of the work of others in developing personal responses to themes and starting points.

Equal Opportunities

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

All media and art processes will be explored by both sexes in order to counter issues of gender stereotyping. All pupils will be encouraged to develop their capabilities in using ICT within art in a variety of contexts. The learning resource materials studied for Attainment Target 2, Knowledge and Understanding of Art will give emphasis to

the appreciation of works of art of both male and female artists, and to the context within which they were produced.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of other within a broader art context.

Special Educational Needs

All pupils will have access to the full National Curriculum for art. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of teaching assistants.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. Teachers will ensure that appropriate methods of cleaning waste materials at the end of lessons are followed, especially important for clay, plaster and dyes. The use of art materials and equipment will be closely supervised by teachers.

The school subject leader will support the teachers and governors to undertake a risk assessment of activities and plan INSET for teachers in the skills necessary to ensure that pupils can work safely in art and design.

Useful guidance is provided in the DfES booklet; "A guide to Safe Practice in Art and Design", available from HMSO. <https://www.nsead.org/resources/health-safety/>

Assessment, Reporting and Recording

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment, with work submitted to portfolios where appropriate. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate.

At the end of each year teachers will make summative assessments of the attainment and progress made by pupils against the National Curriculum Programmes of Study

for each attainment target and use these as the basis for reporting to parents. At the end of each key stage we will assess pupils' attainment and report to parents against the End of Key Stage Descriptions for art.

Management and Administration

The art and design subject leader is responsible for ensuring that schemes of work for art are covered in each year group. Curriculum coverage will be monitored via the medium term plans for the subject. Meetings will be held to review the needs of art and design and the planning for staff development.

Role of the Subject Leader

The subject leader will act as adviser and link with external agencies. She is responsible for the promotion of high standards in art and design and for supporting the teaching and support staff in achieving this goal. She will ensure that the schemes of work in art and design match the requirements of the National Curriculum Programmes of Study for art.

The subject leader's job description is available within the staff handbook.

Resourcing

Funding for art and design is planned within the central budget for the school. Resources for art will be available for both 'Investigating and Making' and 'Knowledge and Understanding' aspects of art.

Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in a central store. Class teachers will be responsible for identifying their resource needs and the subject leader will regularly audit stocks of materials. Class teachers are responsible for the organisation and care of materials. They are responsible for training the children to work in a businesslike orderly way. Visual reference materials, books, art prints, post cards and other visual aids are centrally stored. The art and design subject leader will take a lead role in identifying, ordering, efficiently deploying and auditing good quality resources for learning in the subject.

Review

The effectiveness of the teaching and learning in art and design will be regularly monitored by the subject leader. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality for art and design curriculum in the school. Resources, teaching methods and

development needs will be evaluated. Priorities for in service training and support will be established.

Information from this evaluation will form the basis for an action plan which will be fed into the school development plan.