

Art and Design Policy

OVERVIEW

We value the visual arts as having a unique function in the development of the whole child. Every child should have access to the visual arts, both to create their own works of art, and also to appreciate, understand, and to respond to the works of other artists and craftspeople.

Through art and design the children are able to experience deeply personal and emotional involvement, as art and design can evoke strong responses and reactions through all the senses. Art and design provides the opportunity for children to perceive themselves and others from different times and cultures by being introduced to the works of artists, crafts people and designers.

**AIMS**

* To offer carefully planned activities in two and three dimensional work and textiles, which ensure the progression of skills and experiences.
* To allow children to experience investigating and making, increasing their knowledge and understanding.
* To increase children’s confidence and enjoyment in the use of tools, materials and techniques.
* To respond through their senses and emotions to their environment in order to make sense of the world in which they live.
* To develop the ability to discuss different approaches to art and design.
* To develop a critical awareness of the value of the works of others.
* To experience working as individuals, in groups and as a whole class.
* To allow art and design to enrich other areas of learning and experience across the whole curriculum.
* To develop skills of observation and a growing aesthetic awareness.

## IMPLEMENTATION

Foundation Stage, Key Stage 1 and Key Stage 2

* Teachers plan purposeful experiences in accordance with Early Years Foundation Stage, Key Stage 1 and Key Stage 2 National Curriculum.
* Skills are taught separately where appropriate or as an integral part of other curriculum area work.
* Children will create works of art to express thoughts, feelings and ideas and in response to an experience.
* In each year skills are developed upon from previous years.
* Children are encouraged to work at a piece of work, modifying and reviewing it as it progresses.
* Children are given access to a wide range of artist’s tools and materials appropriate to their needs and abilities.
* Children will create works through sketching, painting, printing, collage, textiles and three-dimensional work.
* Children are encouraged to use ICT to support their learning in art.

**PROVISION FOR SEN AND TALENTED PUPILS**

The needs of all children are met through Quality First Teaching. Where necessary additional support will be given to ensure all pupils are able to use materials and tools appropriately.

Opportunities are sought by the gifted and talented leader to enable children with a specific talent in this area to develop their skills further both at a local and county level.

**ASSESSMENT**

* We assess our children according to the statutory requirements of the National Curriculum and the Early Years Foundation Stage.
* Each child’s progress is assessed through observation and discussion.
* Work is recorded in sketch books- dated and annotated.

**RECORDING AND REPORTING**

* Children’s work will be displayed around the school in order to develop a sense of self esteem and worth and to provide them with the opportunity of reflecting upon the experiences and processes which have taken place and the skills and techniques that have been acquired.
* In this way we are enabling the children to be involved in a process of self evaluation.
* A record of each child’s progress in art will be included in the annual report.

**RESOURCES**

* Each class has a variety of art and design resources including paints, papers, glue, brushes, card, crayons, collage materials etc.
* Other resources are available in the central art storerooms located in Classroom 5L (junior department) and the art cupboard (infant department).
* Art books in libraries.
* Reference books and books related to the teaching of art are held by the Subject Leader and in both libraries.

**INCLUSION**

We seek to:

* enable all children regardless of gender, race or ability, to reach their full potential in art and design.
* incorporate art and design into a wide range of cross curricular subjects and take advantage of the multicultural aspects of the subject.

**RACIAL EQUALITY**

The curriculum is planned to incorporate the principles of racial equality where teachers take account of pupils’ cultural backgrounds, linguistic needs and different learning styles. The school environment is one where all pupils can contribute fully and feel valued. Through a variety of teaching styles and strategies pupils appreciate the value of working together.

**HEALTH & SAFETY**

The relevant section of the document Safety in Primary School Curriculum Activities needs to be taken into account in planning activities for pupils.

**PROFESSIONAL DEVELOPMENT**

* Staff attend courses relevant to the teaching of art and design when prioritised by the School Strategic Development Plan to keep up to date with new initiatives and teaching styles. The subject leaders advise staff on appropriate courses to attend.
* In addition, the need for whole school INSET is monitored and arrangements for the provision of this are made when necessary.
* Weekly year group and staff meetings allow discussion and exchange of ideas.

**THE ROLE OF THE SUBJECT LEADER**

* To prepare and monitor a progressive scheme of work in consultation with colleagues.
* To provide guidance and support for other members of staff and encourage professional development by advising on in-service training.
* To organise the requisition, maintenance and organisation of teaching resources for art and design.
* To monitor the teaching of art and design throughout the school, through lesson observation, meetings with staff and monitoring of planning.
* To disseminate current literature and research in the teaching of art and design to colleagues.
* To advise and support staff on assessment and monitoring strategies with the assessment subject leaders.
* To encourage an overall positive attitude to art and design in both children and their parents wherever possible.
* To make provision for talented children and those with S.E.N. in conjunction with the SENCo and Gifted and Talented Coordinator.

**EVALUATION AND REVIEW STRATEGY**

This policy was written by the art and design subject leaders in accordance with the National Curriculum and Early Years Foundation Stage and has the approval of staff and governors. It will be reviewed initially by the subject leaders and ultimately by the whole staff every two years.

Last Reviewed:

Dec 2021 - Miss Stevenson

Approved by staff:

Date for review:

Dec 2023