

## Art and Design Policy



### 1. Intent

- 1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The objectives for art and design.

All pupils should:

- produce creative work, exploring their ideas and recording 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 forms.

### 2 Implementation

- 2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Computers.

2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

### 3 Impact

Art and Design should be exciting, informative and give the children the chance to produce work using different skills and techniques taught to them. Studying different artists should enable the children to see a variety of differing skills and techniques which can be used to produce work. Children should enjoy the subject and experience relaxation as they have the freedom to express themselves through Art and Design. Children should be able to experiment and design pieces of work using their learned knowledge. These skills should be transferrable and be able to be used in other subjects. Throughout the Key Stages the children should have the opportunity to talk to local artists and visit Art Galleries which should enrich their lives.

#### 4 Subject content

##### 4.1 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.

##### 3.2 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.

## 5. Art and design curriculum planning

- 5.1 Art and design is a foundation subject in the National Curriculum. At Tarleton Mere Brow CE Primary School we teach art and Design as part of our Creative Curriculum topic. When appropriate, we use the local environment as the starting point for some aspects of our work.
- 5.2 We carry out the curriculum planning in art and design as part of the creative curriculum in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes to be covered in the Creative Curriculum in each term during the key stage. Our subject leader devises this plan in conjunction with the Headteacher and teaching colleagues in each year group.
- 5.3 Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.
- 5.4 Class teachers complete a weekly plan for art and design lessons. These list the specific learning objectives and expected outcomes, and give details of how to teach the lesson. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 5.5 We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## 6. Early Years Foundation Stage (EYFS)

- 6.1 We encourage creative work in the reception/nursery class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in working towards the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.
- 6.2 We provide a rich environment, both indoors and outdoors, in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

## 7 Contribution of art and design to teaching in other curriculum areas and as part of our Golden Time group.

- 7.1 English  
Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.
- 7.2 Mathematics  
Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.
- 7.3 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. When appropriate they have the opportunity to meet and talk with artists and other talented adults during their work.

#### 7.4 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children, through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### 8 Art and design and Computing / Remote Learning

- 8.1 Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Teachers can set tasks or activities on Seesaw so that if a child cannot come into school for any reason they can access the day's learning easily. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes, Learnpad and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

## 9 Art and design and inclusion

- 9.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.
- 9.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention may lead to the creation of an individual Education Plan (IEP). This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.
- 9.3 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

## 10 Assessment

- 10.1 We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum levels of attainment. The teacher then uses this information to plan future work. The teacher makes an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.



- 10.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

## 11 Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the shared resources in the stockroom.

## 11 Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and design, and providing a strategic lead and direction for this subject in the school. The subject leader is given some time to review art and design teaching across the school.

This policy will be reviewed at least every two years.

Signed: S. Greene  
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