



Ashleigh Primary School



Art & Design Policy

Written by J-L. Entwistle: Feb. 2022
Approved by Governors:
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Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Art & Design. It sets out a framework within which both teaching and support staff can operate and seeks to give guidance on planning, teaching and assessment.

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Art & Design is a foundation subject within the National Curriculum. Art and Design offers children the opportunity to stimulate their creativity and imagination. It enables them to understand colour, form, texture and pattern. It is an essential study to contribute to the development of the whole child with an enriched vision of their world. We believe that every child, regardless of ability, should have this opportunity.

The study of Art and Design enhances the development of awe and wonder about the world in which they live, enriching their lives and supporting our Mission Statement.



Aims

- to stimulate children's creativity, imagination and spirituality by providing visual, tactile and sensory experiences and opportunities to understand and respond to the world.
- to develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- to explore with children ideas and meanings of the work of artists, craftspeople and designers, and help them to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- to help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.
- to make purposeful links with other curriculum areas particularly through our Dimensions Curriculum.



Early Years Foundation Stage - Objectives

EYFS

- explore what happens when colours are mixed
- experiment to create different textures
- manipulate materials to achieve a planned effect
- select appropriate resources and adapt work where necessary
- safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and functions
- choose particular colours to use for a purpose
- use what they have learned about media and materials in original ways, thinking about uses and purpose
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

National Curriculum - Key Objectives

KEY STAGE ONE

- use drawing and painting techniques to communicate ideas about themselves in a self-portrait.
- use line, shape, colour and tone in drawings.
- be able to mix primary colours and to make secondary and tertiary colours.
- use sketchbooks to record experimenting and exploring with different media.
- use knowledge about shape and patterns in art work.
- explore and use natural and man-made materials to communicate ideas and meanings.
- explore ideas about sculptures; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form.
- say what they think and feel about their own and others' work and suggest ways of improving their own work.
- talk about their own personal response to given works of art.



KEY STAGE TWO

- select and record from experience and imagination, record first-hand observations and explore ideas for different purposes.
- make thoughtful observations about starting points and select ideas to use in their work.
- select and record visual and other information in a sketchbook and use this to help them develop their ideas.
- investigate, combine and organise visual and tactile qualities to the purpose of the work.
- apply their experience of materials and processes, including drawing, developing control of tools and techniques.
- use a variety of methods and approaches to communicate observations, ideas and feelings and design and make images and artefacts.
- compare and comment on ideas, methods and approaches in their own and others' work and relate these to the context of the work.
- adapt and improve their work to realise their own intentions, and describe how they might develop it further.



Organisation

A policy statement and Lancashire progressive skills development grids are available for each class teacher and support staff where appropriate. Each teacher will identify the 3 areas & skills (and then include sketching as the 4th focus) that are going to be looked at for the year from the Lancashire progressive skills development grids in conjunction with other Key stage colleagues.

Teachers are required to complete short term plans based on the National Curriculum objectives in conjunction with the Lancashire progressive art skills sheets incorporating skills development and linking this to our Dimensions curriculum.

Within classes pupils can be taught individually, in groups, or as a class. It is recognised that group work promotes co-operation, effective learning and understanding.

The subject requires the provision of a range of materials and equipment to enable the children to work effectively. A comprehensive range of art materials/tools are stored in the Resources Room. Staff has access to art requisition slips to re-order materials.

Some teachers may require specific items relating to a particular task and prefer to store these in their classroom such as paintbrushes, palettes and water pots.



Assessment, Recording and Reporting

The purpose of assessment is to inform future planning and to provide information relating to each child's individual ability. The ongoing art & design process and finished work will provide the evidence for teacher assessment.

Children will also be encouraged to assess and evaluate their own work and that of others.

Digital cameras may be used to record images of work in progress and end products.

Teachers will make assessments relating to the child's performance in lessons. Verbal feedback will be given to the child or comments noted in the child's art journal. The quality of the art outcomes will also help to guide teacher judgements. Overall assessments will be noted by teachers for each scheme of work. The class teacher must have evidence to show that there has been progression.

- Collect 3 journals for the year showing a high achiever, average and low achieving child.
- Journals must show progression of skills. 'This is what I am capable of as a teacher.'
- Annotate, then send to art co-ordinator. Teacher annotation ideas can include what the child has experienced and next steps to improve further.

An overall assessment of the child's performance in Art & Design will be measured against National Curriculum descriptors. This will be included on the termly and End-of-Year Reports for each child as well as a grade for attitude to the subject.

Staff are asked to fill in a Staff Arts Workshop Evaluation Form if any visiting artists work in school.



SEN/Differentiation

- It is our aim for all children throughout school to have equal access and enjoyment of the curriculum with the outcomes of every child celebrated. The teaching of Art and Design takes into account the varied abilities, attitudes and individual needs of our children to build an inclusive ethos. Art lessons and resources are adapted to take into account each child's needs, however all children will be positively challenged. For further information please refer to the school's SEN Policy.

Equal Opportunities

- We teach art and design to all children, whatever their ability. 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 all children. For further information please refer to the school's Equal Opportunities Policy.

Evaluation

This policy will be reviewed in three years.

The review will consider:

- Pupil achievement
- Coverage of National Curriculum programmes of study.(New scheme of work introduced in 2014)
- Analysis of teacher planning
- Staff development
- Classroom observation
- External inspection/advice

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