



ART and DESIGN POLICY

| | |
|---|-------------------|
| This Policy was approved by Governors in: | March 2024 |
| This Policy was shared with staff in: | March 2024 |
| This policy was reviewed by: | Elisa Irwin |
| Implementation of this Policy will be monitored by: | SLT |
| The Policy will be reviewed annually or more regularly if needed. | |
| Policy Review Date: | March 2024 |
| Date for next Review: | April 2027 |

Art and design stimulates creativity and imagination. It provides sensory experiences and unique ways of understanding and responding to the world. Children use materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed valued judgements and aesthetic and practical decisions. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life and different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

National Curriculum: Art and Design

POLICY STATEMENT

This policy for art and design (AnD) reflects our school's existing policies for learning and teaching, equal opportunities, planning and school Improvement. It is an agreement of our commitment to effective learning and teaching in AnD. These policy statements outline how our school ensures that every child's entitlement to the requirements of the National Curriculum are met. We use Kapow as a planning and assessment tool for teaching AnD.

Art and Design is valued in our school because we know that it makes a unique contribution to children's creative potential and self-esteem. The skills and concepts developed in Art and Design enrich children's sensitivity and imagination and can be applied in learning across the whole curriculum and throughout life. We want children in our school to wonder and be curious about their real and imagined world and to recognise the power of their own creative capabilities.

OUR AIMS FOR ART AND DESIGN

Our curriculum aim:

To make sure that Art and Design is a significant, integral part of our rich, broad, creative curriculum.

Our learning aim:

For our children to appreciate art and design from different artists, times, places and traditions and to apply their developing artistic skills and understanding.

Our teaching aim:

To inspire our children to achieve success and make progress through high-quality provision for Art and Design in our teaching and resources.

Our inclusion aims:

To maintain a positive learning climate so that all our children feel secure, valued and able to contribute. To help children develop socially through collaborative working.

Our leadership aim:

To secure a pivotal place for Art and Design in our school.

CURRICULUM PROVISION

Our curriculum aim is to make sure that Art and Design is a significant part of our rich, broad, creative curriculum.

This will be achieved in school by:

- Our scheme of work offers guidance on how to balance structured activities that develop particular skills and our understanding in Art and Design. Structured activities are connected to the creative curriculum and are topic-based.

- Time – at least one hour of formal curriculum time each week is given to Art and Design. Split with Design and Technology over the term.
- ICT- opportunities are provided for each year group.

STATEMENTS OF LEARNING

Our learning aim is for our children to appreciate art and design from different artists, times, places and traditions and to apply their developing artistic skills and understanding.

This will be achieved in school by:

- Positive attitudes – we encourage our children to “think like artists”, to use their imagination as a resource for ideas, and to experiment with tools, techniques and ideas. We promote tenacity, cooperation and flexibility in making artworks. Children are urged to assess their own progress in developing and applying their skills and understanding. We appreciate feedback to motivate and empower children and increase their self-esteem.
- Skills in Art and Design are developed by frequent drawing from their imagination and experience, by making colours and prints, by using digital media, by assembling materials in collage and textiles, and by constructing in 3D. Children learn how to explore and store ideas and information in their sketchbooks (keeping books). They take a sketchbook with them when they move from year to year so that the work they have done during the summer term can be continued after the holiday.
- Understanding of Art and Design concepts includes recognising the visual and tactile qualities of line, pattern, colour, texture and shape. Our children learn how craft workers and designers use these to represent their ideas in different materials. Their ideas are explored and developed from starting points such as images, experiences, stories, issues, poems, music, objects, places and visits.
- Opportunities to apply skills and understanding involve our children generating and innovating ideas for making artworks and evaluating approaches in their own and others' work.

STATEMENTS OF TEACHING

Our teaching aim is to inspire our children to achieve success and make progress through high quality provision for Art and Design in our teaching and resources.

This is achieved in our school by:

Teachers—use a wide range of teaching styles and offer challenge, reassurance and surprise. They manage materials and workspaces effectively and safely and involve other staff to support their teaching.

Systematic planning – from our scheme of work ensures that children work individually, as a group and as a class on large and small scales and spontaneous and extended projects during each year. Teachers plan accessible ways for all children to learn and apply their skills and understanding and the use of knowledge organisers. Inspiration is drawn from a range of sources including children’s own imagination and experience, other curriculum areas and artworks from different artists, genres and cultures. Lessons are matched to specific learning objectives- they are open-ended but structured to promote progress.

Assessment for learning—involves discussion, observation and work samples to decide what children understand and can do. It informs how future provision may need to be adapted for some children by recognising children who are having difficulties in accessing their learning, as well as identifying those who are exceptionally creative. It gives a basis for positive feedback for children, for reports for parents, colleagues and governors and SLT, and for curriculum reviews. Feedback is mainly verbal and is given to engage and challenge learners’ ideas and prompt next steps in learning.

Displays in the classrooms—around the school and in other venues, demonstrate and celebrate achievements of all children. A theme for public areas is agreed at the start of each term.

Resources – each class has a set of drawing materials and sketchbooks. The central storeroom has the tools and materials needed for printmaking, colour mixing, mixed media and sculpture. Children discover aspects of art and design from historic and contemporary world cultures.

STATEMENTS OF INCLUSION

Our inclusion aim is to maintain a positive learning climate so that all our children feel secure, valued and able to contribute.

This is achieved in our school by ensuring that:

- Our children develop self-esteem and confidence in their ability to learn.
- They participate safely in appropriate clothing
- They take responsibility for their actions and behaviour
- Activities suit different learning styles
- Stereotypical views are challenged
- Bullying and harassment in any form is not tolerated
- Gender, race, disability and diverse local and world cultures are positively represented
- Feedback is clear, appreciative of endeavour, and helps further learning.

Safety – In practical activities with tools and materials and in different environments, including unfamiliar, children are taught to recognise hazards and assess and control risks. These include: dust from chalk, pastels and fabric; water, paint and debris on floors; resources stored on high shelves or haphazardly. Eggs, meat trays, toilet roll inners, and containers that have stored bleach must not be used. Visiting artists are CRB checked and a risk assessment is carried out in advance of any visit.

STATEMENTS OF LEADERSHIP

Our leadership aim is to secure a pivotal place for Art and Design in our school.

The SLT, the Art and Design subject leader, sustain the high profile of Art and Design in our school through their vision, inspiring practice and relentless drive for high quality inclusive provision.

Standards in Art and Design in our school are in line with national standards and improving in relation to the national standards. Staff and parents are informed about the positive effect on Art and Design activity on the personal development and progress of all our children and that achievement has a significant impact on overall standards in our school. The Art and Design subject leader has a portfolio of examples to illustrate our school's high expectations.

Assessment of learning is based on a summary of achievements during the year and from evidence of learning in the process and outcome of an Art and Design module in the Summer term. At the end of a key stage, teachers need to make a judgement about which level best fits each child's achievements. This data informs the review of standards in Art and Design and is included in the report to governors. From this data, priorities are set for improvement.

Initiative – our school is developing local, regional, national and international projects as we actively seek funding to further develop partnerships with artists and art organisations.