

Woodchurch CE Primary School Art and design Policy

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Purpose of study

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation” (National Curriculum 2014).

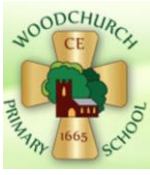
Rationale

Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them and develop their own understanding through hands on experiences. In talking about art and design and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings.

“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, your whole personality.” (Quentin Blake)

Entitlement and Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the Art and Design curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Projects will be planned to ensure that all pupils encounter examples of Art and Design across different cultures and from a range of different individuals.



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Aims

The core curriculum for art and design aims to ensure that all pupils:

- Produce and recognise their own creative ideas, explore their ideas and record their experiences.
- Become proficient in drawing, painting sculpture and other art, craft and design techniques.
- Evaluate and analyse individual and collaborative works using the language of art, craft and design, understanding that we respect having diverse and different views
- Know about great artists, craft makers and designers from different cultures, and understand the historical and cultural development of their art form.

Within the art and design curriculum it is our intent that the children will recognise themselves as Communicators (Orators), Readers, Explorer and Learners – opportunities to develop these skills will be built into the delivery of the curriculum and children will be encouraged to reflect on how they have demonstrated these skills within their learning.

The National Curriculum

The National Curriculum for art and design aims to ensure that all pupils:

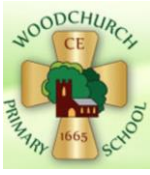
At Key Stage 1 pupils should be taught:

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.

To develop a wide range of art and design techniques 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.



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At

Key Stage 2 pupils should be taught:

To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas.

Planning

In Key Stage 1 and Key Stage 2, work is planned with regard to the National Curriculum guidelines with the medium term planning linking to Humanities and History. The planning framework gives the opportunity for continuous assessment as the children develop their knowledge and skills. Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression.

Teachers can plan approximately eight weekly lessons per half term or a block of lessons across two day using the long term planning. Teachers are encouraged to incorporate a wide range of resources and links to different cultures to give the children a wide range of experiences.

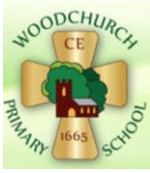
In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

Progression

The scheme of work for Key Stage 1 and 2 is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. Progression of knowledge and skills must be evident from F2 up to Y6 and teachers can use the art and design progression documents to aide each year group's success criteria.

Their appreciation and evaluation of the work of other artists will also be encouraged as their experience grows.

Progression in drawing skills and thought processes will also be evidenced in each child's Portfolio book and children will self assess throughout their work.



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In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development. This is also shown in the art and design progression of skills.

Differentiation

This will be mainly by outcome. Where differentiation is by task, it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator, and MATCO (More Able and Talented Co-ordinator) to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

Assessment and Record Keeping

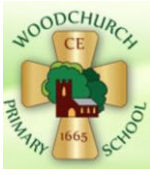
Class teachers will report annually to the parents on the progress made.

Following each art and design and design project, teachers will assess the children using the assessment guide and submit data with annotated plans to the art co-ordinator. Teachers will assess against the success criteria for their year group, which can be found on the progression of skills document.

Pupils will be encouraged to assess their own work through discussion with staff and peers. Due to the personal nature of art, it is important that pupils feel confident to experiment and express themselves. Therefore our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art is not marked, but displays of work demonstrate achievement of success criteria.

Sketchbooks are to be used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic and are not marked. Work is reviewed once a year and the Co-ordinator will compile photographic portfolios of children's work.

In Foundation Stage children's Expressive Arts and Design is assessed following each topic through the use of photographs, children's responses and floor books. Class teachers will track the progress being



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made by each child in their class on a termly basis and inform the art co-ordinator.

Display

We ensure that all children have the opportunity to display their work within the classroom or school. Class teachers display both the work of their children and that of other artists appropriately and imaginatively in their own rooms and communal areas.

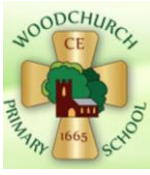
Work developed through progress boards is encouraged in each area and a selection of high quality 2D and 3D work from each class will be chosen to display around the school. This will link to Geography, History, RE and English work and will be overseen by the art co-ordinator. Interactive displays inviting a response from the viewer are encouraged.

Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as hot glue guns, craft knives and hacksaws. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards. Risk assessments to be reviewed accordingly.

Parental Involvement

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Parents and carers will be asked to come and share their skills and experiences throughout each class project as well as joining in with the celebration of their children's achievement and success through Art gallery exhibitions.



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The Role of the Art and Design Co-ordinator

The co-ordinator will:

Keep up to date medium term planning that will identify the Art and Design areas and artists elements which each child should cover year by year and to include suggested tasks . In Autumn lead Art and Design across KS2 and then team teach the next art project.

Continue to monitor planning to ensure that a range of different cultures, experiences and individuals are being explored across each year group

Collate class assessments across the school and inform staff of previous achievements of children in their class to ensure progression

- To conduct sketchbook scrutiny and pupil responses to aide future planning
- Review and update Art and Design action plan annually

Compile a photographic portfolio of children's work and direct display boards

Monitor resources in the school in terms of consumable materials, reference books etc.

Liaise and arrange visits from local artists and suggestions for visits to galleries and exhibitions

Keep a photographic record of 2D and 3D art activities throughout each academic year in a portfolio which can be used in a virtual art gallery on the school website

- Organise an after-school or lunchtime Art Club each term open to different year groups

Reviewed October 2023

T Carter