

Badgerbrook Primary School

Policy for Art and Design

‘Art is a place for children to learn to trust their ideas, themselves and to explore what is possible’ Maryann F Kohl

At Badgerbrook Primary School we believe in a creative learning culture, where all pupils are given the appropriate learning opportunities which enable them to develop in confidence and express their feelings through art and design.

Our focus is that ‘every child will delight in creativity, experience the joy of discovery and develop a sense of awe and wonder’. Through a creative cross curricular approach we aim to ensure that ‘every child will feel special and valued as an individual with unique gifts and talents’.

Through our planning of Art and Design we aim to; enable children to record from first-hand experience, develop creativity and imagination through a range of complex activities, improve children’s ability to control materials, tools and techniques, increase their critical awareness of the roles and purposes of Art and Design in different times and cultures, develop increasing confidence in the use of visual and tactile elements and materials, foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, on a local and global level.

Purpose

- To establish an entitlement for all pupils;
- To establish expectations for teacher and pupils;
- To provide continuity and coherence across the school;
- To state the school’s approaches to this subject in order to promote public, and particularly parents’ and carers’ understanding of the curriculum.

Aims

Our aims in teaching art are that children will build upon their natural pleasure in visual communication to:

- Find enjoyment in creative art and see themselves as artists;
- Develop the ability to observe, learn and record from the world around them;
- Find a sense of purpose, achievement and fulfilment in artistic expression;
- Use a variety of materials, tools and processes, including ICT safely, experimentally and with increasing confidence, technical control and skills;
- Develop an ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- Develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present.

Implementation

In line with National Curriculum programmes of study, children at both Key Stages and Foundation will develop knowledge, skills and understanding through a range of practical tasks which will include:-

- Drawing
- Painting
- Print making
- Collage
- Textiles
- Sculpture,
- 3D construction, using clay
- Computing

Through these, children will develop a wide range of art and design techniques in using colour, pattern, line, shape, form texture and space. These can be taught as discrete skills but are mostly implemented in a cross-curricular themed way.

Children at Key Stage 2 are taught to use sketch books as a working record of their ideas and skill development.

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

Teaching and learning/Planning

As part of our learning challenge curriculum children are taught through a development of skills as well as the study of famous artists, architects and designers. Art and Design is used to support and extend teaching and learning activities in our enquiry based curriculum subjects through the making of painting, drawing or other outcomes.

Art is taught by all class teachers. All pupils experience a variety of materials and processes in two and three dimensions including drawing, painting and other media (e.g. collage, print making, textiles and sculpture).

The three main starting points for work are first-hand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their work during and after they have made it. They develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists and designers. Pupils are often encouraged to work in collaboration when making larger scale projects.

Inclusion

Teachers ensure activities, support and resources enable all pupils to participate in Art and Design.

Strategies for continuation and progression

Work plans are drawn up by individual teachers every term and are monitored by the Art & Design Subject Leader.

The role of the Subject Leader is to:

- a) Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art and Design throughout the school
- b) Support colleagues in the development and implementation of their work plans
- c) Take responsibility for the purchase and organisation of special resources for Art and Design
- d) Monitor progression in Art and Design
- e) Keep up to date with developments in art education and to disseminate information to colleagues as appropriate

Assessment, Recording and Reporting

Feedback to pupils is given either when the task is being carried out or in relation to a completed piece of work. Formative assessment is carried out informally by the teacher in the course of teaching. Suitable tasks for assessment include:

- a) Group or class discussions in the light of a finished task to establish whether the criteria set by the teacher were met, and what the children demonstrate they have learned
- b) The use of focussed questions to develop further understanding, such as: "Which of these pictures shows a contrast in colour?" and "Which of these prints shows a repeated pattern?"

Summative assessments are completed at the end of every year. These are recorded and are used to inform the annual report to parents.

A portfolio of work completed throughout the school is kept by the Art and Design Subject Leader.

Resources

Infant and junior classrooms have a basic supply of art materials. They include a selection of paper and card, 'ready-mix' type paints, a selection of brushes, glue etc. Other art resources are kept centrally in labelled boxes. These are in the cupboards opposite the Deputy Head's office and are the responsibility of the Art and Design Subject Leader.

Health and Safety in Art

The teacher taking the art lesson is responsible for health and safety for the pupils in their care. Children must have supervised access to tools and substances which are potentially harmful, and, where appropriate, the safe and correct use of such items will need to be demonstrated by the teacher in charge.

The contribution of Art and Design to other subjects in the curriculum

English

Poetry, stories and graphic descriptions of characters and events are used as a basis for imaginative work. Pupils are encouraged to talk about and make expressive work to portray their feelings about the world they live in and social events such as other peoples' way of life and contemporary or historic events. Pupils look at and talk and write about the work of other artists.

Maths

Maths is a central feature of work in art and design through the investigation of shape, scale, form and pattern. In making both 2 and 3 dimensional work the pupils use measure and estimation when composing work, and in choosing the size, amount, type and quality of materials.

ICT

The school computers and laptops have access to programs suitable for use in Art e.g. Revelation Natural Art, Colour Magic. Additionally, pupils utilise the Internet to find out more about the lives and works of famous artists and designers.

Spiritual Development

In Art and Design pupils are encouraged to use materials to express their own feelings, ideas and values. Works of art, craft and design are used as a stimulus and for pupils to discuss and compare how other artists, craftspeople and designers express their own ideas and feelings.

Personal, Social and Health Education

The scheme includes a number of opportunities for pupils to work in small and large groups which help them to develop their personal and social skills. Art and Design is used to enable pupils to express their own feelings and ideas, which makes a contribution to their personal and emotional health and development.

Review

The Art and Design Subject Leader is responsible for monitoring, reviewing and changing the policy and development plan for Art and Design. They are responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

The Art and Design policy was reviewed in March 2020. It will be reviewed at least 3 yearly in line with the school's policy review schedule.

Art and Design Subject Leader: Mrs H Kirk

Signed: 

Date: March 2020

Headteacher