



## **ART AND DESIGN POLICY**

### **Intent**

At Carr Head Primary School, our intent is to ensure that all pupils have the opportunity to explore their ideas, record their experiences, explore the work of others, and evaluate different creative ideas to enable them to produce creative, imaginative work. Children will become confident in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills in a variety of ways. Art and Design lessons will offer the chance for children to develop their emotional expression through art and become confident, to express themselves and further enhance their personal, social and emotional development. Sketchbooks will be used as a space to think creatively, critically and with imagination.

### **Planning**

Our curriculum has been developed with the National Curriculum as its foundation. It provides opportunities for our pupils to access a variety of teaching and learning styles in art and design lessons, with our principal aim being to develop the children's knowledge, skills, confidence, creative expression and understanding. We ensure that children have the opportunity to engage, develop, innovate, and express ideas as well as evaluate, revisit and improve their work.

We use our school progression map to plan for a progression of skills across the year groups. Our curriculum planning in art and design has three phases: long term, medium term and short term. Our long-term plan maps out the themes covered each term during each Key Stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The class teacher develops short-term plans as set out in the medium-term plans (Learning Journeys). Class teachers plan the learning in art and design so that activities build on the prior learning of the children. We give children of all abilities opportunity to develop their skills, knowledge and understanding. There is an increasing challenge for the children as they move up through the school. The children use sketchbooks from Year 1 to Year 6.

### **Foundation Stage**

In the EYFS pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions. Stimulus through artefacts and artist work is used to inspire and develop individual creativity.

## **Key Stage 1**

Our pupils will be taught to use a range of materials creatively to design, to use drawing, painting, 3D, printing 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. They will learn 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. As well as having opportunities to express and develop their own creativity in their sketchbooks.

## **Key Stage 2**

Pupils will 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 will use 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.

## **Sketchbooks**

Key Stage 1 and Key Stage 2 will develop their ideas and creativity in sketchbooks. The sketchbook will be used as a place to express creativity, experiment and explore as exemplified in the National Curriculum. Sketchbooks are a space where children can freely express, create, develop and learn, often with limited guidance from the teacher. The sketchbook should be at the centre of their creativity.

The contents of the sketchbook could include:

- experiments with using various marking media drawings in a range of media,
- a record of what has been seen,
- preparatory studies for further work,
- the development of ideas for further study,
- a record of the basic skills development,
- photograph and other illustrative material to support on-going work,
- colour schemes and trials,
- a record of observations seen outside the classroom which will be used as reference material for further work, for example on a school visit,
- details of something that will be drawn or painted in entirety,
- ICT prints and image manipulations,
- sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

## **Assessment**

We assess children's work in art while observing them working during lessons. Teachers base progress judgements against the learning objectives and the success criteria for the lesson. Feedback is given to the children during lessons, allowing the opportunity to develop and progress in future tasks. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps the children to appreciate how they can improve their performance and potential targets for the future. Children are assessed in line with age related expectations across a range of knowledge and skills as outlined in the art and design progression map on a summative basis.

## **Art & Design & Information Communication Technology**

ICT enhances our teaching of Art, where appropriate, across all key stages. Children use software and skills from the computing curriculum to explore colour, shape and pattern in their work. I-Pads allow children to use the internet to find out more about the lives and works of famous artists and designers as well as exploring digital media.

## **Monitor and Review**

Monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the subject leader and SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in art and providing a strategic lead and direction for this subject within the school. The subject leader will also ensure that appropriate resources are acquired to allow teachers to deliver the curriculum.

## **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Carr Head Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

## **Accessibility and Teaching Art to pupils with Special Educational Needs**

We teach art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

## **Health and Safety**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- About hazards, risks and risk control
- To recognize hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others; To explain the steps they take to control risk.

The subject leader for Art and Design is Claudine Seed.

Policy to be reviewed: September 2023