



ART AND DESIGN POLICY

Intent

To ensure all pupils have the opportunity to explore their ideas, record their experiences, as well as exploring 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 also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The 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

Carr Head fully supports the National Curriculum by providing opportunities for its pupils to use 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 can engage, develop, innovate and express ideas as well as evaluate, revisit and improve their work.

We use the Lancashire KLIPS to plan our 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. Class teachers plan the activities in Art and Design so that they build on the prior learning of the children. While we give children of all abilities, opportunity to develop their skills, knowledge and understanding, there is planned progression in each unit of work, so that there is an increasing challenge for the children as they move up through the school. The children use sketchbooks from Year 1 –Year 6.

EYFS

Art is delivered through **Expressive Arts and Design** within the EYFS Framework.

Children are provided with opportunities to:

- Safely explore and experiment with a variety of materials, tools and techniques
- Share their creations and explain the process

- Develop fine motor control through mark-making, cutting, painting and modelling
- Express ideas, feelings and experiences through art

Provision includes:

- Continuous access to creative areas
- Adult-led and child-initiated activities
- Exploration of colour, texture, form and space

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 should be taught: to create 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 a 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 assessed in line with Age Related Expectations across a range of skills from the National Curriculum, as outlined in the Lancashire Curriculum Key Learning documents. These skills are built upon in each successive year – the subject leader keeps progress records for each year group, throughout the year. 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.

Art & Design and 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. iPads 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

The monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the subject leader and class teachers. 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.

Inclusion and SEN Provision

We are committed to ensuring art is accessible for all pupils.

Adaptations may include:

- Visual timetables and step-by-step instruction cards
- Demonstration modelling and scaffolded tasks
- Simplified language and clear success criteria
- Use of assistive tools (adaptive grips, larger brushes, textured materials)
- Sensory-friendly materials and alternative mediums
- Chunked instructions and movement breaks
- Alternative recording methods (photography, collage, digital art)

Where appropriate, Individual Education Plans (IEPs) or EHCP targets may be supported through Art activities.

We will use the 'five a day' principal when planning and delivering art activities.

Scaffolding (*temporary support that is removed when it is no longer required*)

- Support could be visual, verbal, or written.
- Writing frames, partially completed examples, knowledge organisers,
- Support with getting equipment needed

Explicit instruction (*teacher demonstration followed by guided practice and independent practice*)

- Worked examples with the teacher modelling and thinking out loud to teach children
- Using visual aids and concrete examples promoting discussion and links in learning.

Cognitive and Metacognition Strategies

- Cognitive strategies - *memorisation techniques or subject specific strategies*
- Metacognition strategies (*help pupils plan, monitor and evaluate their learning*)
- Chunking the task through provision of checklists, instructions on a whiteboard or providing one question at a time.
- Prompt sheets

Flexible Grouping (*pupils are allocated to smaller groups based on the individual needs*)

- For collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept.
- Pre-teaching key vocabulary

Use technology (*assist teacher modelling or used to give feedback*)

- Use a visualizer to model worked examples.

Differentiation

Spiritual, moral, social and cultural development: The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

Equal Opportunities

Art and Design forms part of the school's curriculum policy that provides a broad and balanced education for all pupils, whatever their ability and individual need. Staff strive to meet the needs of all pupils with special educational needs, disabilities, and special gifts. The curriculum enables all pupils to have access to the full range of activities while studying Art and Design.

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.