

# Ash Green Community Primary School

C11

## ART AND DESIGN POLICY

### 1. Ethos

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.

### 2. Aims

The key aims and purposes of the school's art provision are to be developed through 'development matters' to a good level of development (GLD) in the Early Years (EY) followed by a programme of art and design topics running through key stages 1 and 2 which aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### 3. POLICY

#### **TEACHING AND LEARNING METHODS**

The knowledge, skills and understanding in EY framework from the age-related banding leading to a good level of development and from then into the national curriculum programmes of study identify the aspects of art and design in which pupils make progress:

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work

Teaching will ensure that investigating and making **includes** exploring and developing ideas and evaluating and developing work. **Knowledge and understanding informs this process when lessons are planned.**

During EY art and design is about developing children's creativity and imagination through providing opportunities to explore a wide range of media and materials both in free choice and guided activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

In key stage 1, pupils are taught to use a range of materials to design and make products. They will be given opportunities to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (across a wide range of subjects). Pupils are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will be taught 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.

During Key Stage 2, pupils are taught to further develop their techniques, including their control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will create sketch books to record their observations (across a wide range of subjects) and use them to review and revisit ideas. Pupils will be supported to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Some of these techniques may be based on the work of the great artists, about whom they will be taught together with architects and designers in history.

As pupils progress, they will develop an increasing range of starting points for practical work. Activities will give them opportunities to work on their own and with others, on 2D and 3D projects on different scales. They will be taught to use a range of materials and processes, increasing in depth and complexity.

### **ORGANISATION OF GEOGRAPHY CURRICULUM**

A range of activities planned towards the Early Learning Goals in prime areas are delivered throughout EY. Thematic topics are taught in KS1 and KS2 on an annual programme. These topics are part of the whole school thematic curriculum, designed around the programmes of study from the Curriculum 2014. The topics will be supplemented with assemblies, event days and/or theme weeks to ensure coverage of the programmes of study at each key stage.

### **DETAILED PLANNING**

Medium term planning will identify learning objectives, a progression of activities, identification of core skills and key language. This is undertaken in planning teams to ensure parity of learning outcomes. Progress is regularly checked throughout the unit and pupils are assessed against the learning outcomes. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with an appropriate activity, modification/extension tasks. Day to day assessment by the class teacher informs future learning. Barriers and aids to achievement are identified as part of short term plans to ensure effective learning for all individual and groups of pupils.

### **RESOURCES**

The Art and Design Scheme of Work follows this policy in the schools' Curriculum File. Resources central to the study of art and design are located in clearly labelled cupboards. Additional resources are continually being acquired to ensure that children have access to a range of stimulating high quality material. Teachers should also ensure that children care for all resources. Additional resources are available from the CEU.

## **ASSESSMENT AND RECORD KEEPING**

Teacher assessment of pupils' targets against national curriculum statements (in the programmes of study) is made at the end of each topic using the schools' model for assessment of foundation subjects linked to the learning outcomes.

## **CONTINUOUS PROFESSIONAL DEVELOPMENT**

Continuous professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the school's art and design policy and the delivery of the art and design elements of the topic plans. Curriculum audits and staff skills audits (utilising the teachers' standards framework) are completed annually; the results of which are fed into a subject development plan and/or the School Improvement Plan. Funds for professional development may be used to support a range of training activities.

## **REVIEW AND EVALUATION**

The policy for art and design will be reviewed three yearly as an agenda item at a staff meeting, led by the art manager. Comments from staff will be taken into account and any changes to policy agreed at a staff meeting. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

*Reviewed and amended March 2017  
L Crowther/M Sheppard*