

# *Central Primary School*



## *Art and Design Policy*

## **Our motto: Children are Central.**

### **Aims and objectives**

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern as well as, different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The objectives of art and design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children's ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

### **Teaching and learning style**

The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Art and design is a foundation subject in the National Curriculum. At Central Primary School we teach Art and Design as part of our Topic Curriculum through weekly discrete Art and Design Lessons.

Art and Design is a feature of our long-term planning and this is available on the school's website. This planning allows us to ensure that pupils develop a variety of artistic skills throughout their education and encounter a range of artists and designers from around the World. Teachers' medium-term planning lists the specific learning objectives and expected outcomes, and give details of the lessons. The class teacher saves these weekly plans to

the school server and the subject leader is then able to monitor them in line with the school's monitoring cycle.

We plan the activities in Art and Design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

## **Inclusion**

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Grouping children by ability, and setting different tasks/ providing different support for each group;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups.

## **Assessment**

Art is assessed, both during and after pupils have engaged in Art and Design work. Work may be assessed and feedback given to pupils while they are creating, designing or making their work, as well as more summative assessments at the end of sequences of work.

We assess Art and Design through our progression cards. The progression cards show the expected stages of artistic development throughout each key stage and allow teachers and pupils to have a conversation about what is next in their learning within Art and Design. The progression cards are kept in pupils' sketchpads and updated twice a year.

Pupils are encouraged to assess and evaluate both their own work and that of other pupils. This helps them appreciate how they can improve their own performance, and what their next steps should be in their future Art and Design work.

## **Resources**

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the resources room. This room is only accessible to children under adult supervision.

## **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it

- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Art and Design Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the exploration different perspectives and creative ideas and the study of a variety of artists and art forms.

### **Monitoring and review**

The monitoring of Art and Design is the responsibility of the topic curriculum leader, in line with the school's monitoring cycle. Documentation of monitoring is collated by the curriculum leader and also given to the Head Teacher. Annually the curriculum leader presents a review to curriculum governors as part of the Creative Arts team evaluating Art and Design as a subject and indicating areas for future improvement.

This policy will be reviewed at least every two years.