

# Great Bardfield Primary School



## Art & Design Policy April 2020

*'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.'*

***National Curriculum 2014***

**Date of re-issue:**

**Review date due:**

# GREAT BARDFIELD PRIMARY SCHOOL ART AND DESIGN POLICY

## Great Bardfield Primary School Policy for Art & Design

Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.

Quentin Blake, Children's Laureate

### **Ratification**

This policy document was adopted by the staff of Great Bardfield Primary School at a meeting on \_\_\_\_\_. A draft version was prepared by the Art & Design co-ordinator which was discussed at staff meeting(s) on \_\_\_\_\_ and by the school governors at meeting(s) on \_\_\_\_\_ and amended accordingly. This policy outlines the guiding principles by which this school will implement Art & Design in the National Curriculum (2014) in England in the context of the Local Authority's / governing body's curriculum policy statement and its staffing, health & safety and equal-opportunities policies. It is reviewed every three years.

### **How do we teach Art and Design?**

#### **Intent:**

At Great Bardfield Primary School, we believe that high-quality Art and Design lessons will engage and inspire children to think innovatively and develop creative procedural understanding. Our aims are to: fulfil the requirements of the National Curriculum for Art and Design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and Design teaching at Great Bardfield Primary School instils an appreciation and enjoyment of the visual arts. Art and Design stimulate imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and Design promote careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying 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 aims of teaching Art and Design in our school are:

- To 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 through school, they should begin 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.
- To produce creative work, exploring their ideas and recording their experiences.

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- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Implementation:**

As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts, through child led learning.
- A cycle of lessons for each subject, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Opportunities to showcase their work using a variety of presentation styles.

## **SEND**

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

## **Cross Curricular Links**

Art and Design is taught through a topic approach alongside Art, History and Geography. Our Creative Curriculum is carefully planned to engage and excite all our learners. The activities in art and design build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have in place a skills continuum which ensures continuity and progression so that there is an increasing challenge for the children as they move up through the school. As well as making its own distinctive contribution to the school curriculum, Art and Design contributes to the wider aims of primary education by making links between all areas of learning.

**Literacy** - Art and design contributes to the teaching of Literacy by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

**Mathematics** - Art and design contributes to the teaching of mathematics by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions as well as in pattern.

**Computing** - We use IT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers. The children will have the opportunity to use a variety of apps on the iPads for example to collect pictures and modify them to make collages

**PSHCE** - Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. We encourage opportunities to meet and talk with artists and other talented adults whilst undertaking their work.

**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 co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a

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better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

## Resources

Whole school resources are stored in the resource in the Art/DT cupboard. All classrooms have a regularly updated Topic Wall that reflects the topic being taught. Classroom resources are clearly labelled and easily accessible to children.

## Impact:

Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- A celebration of learning in the form of displays
- Pupil discussions about their learning (pupil voice); which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- The outcomes of learning serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for art and design in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

## Role of the Art and Design Leader

- To take the lead in policy development.
- To support colleagues in the delivery of the Art and Design curriculum
- To monitor progress in Art and Design – eg leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for Art and Design, in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of Art and Design, and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

## Monitoring and Evaluation

The subject leader monitors and evaluates the quality and standard of Art and Design throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into Art and Design sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum.

Other relevant documents:

- Marking and feedback policy

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- Homework policy
- Early Years Foundation Stage policy
- Assessment policy
- Art and Design Skills progression
- Art and Design Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside the National Curriculum in England (published September 2014) and other documents from the Standards and Testing Agency.

## **Subject Content**

### **Early Years Foundation Stage**

Pupils should be given opportunities to:

#### **Listening, Attention and Understanding**

- Can make comments about what they have heard and ask questions to clarify their understanding.

#### **Speaking**

- Offer explanations for why things might happen, making use of recently introduced vocabulary.

#### **Fine Motor Skills**

- Hold a pencil effectively.
- Beginning to show accuracy and care when drawing.
- Use a range of small tools, including scissors, paint brushes and cutlery.

#### **Creating with Materials**

- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Make use of props and materials when role playing characters in narratives and stories
- Share their creations, explaining the process they have used

### **Key Stage 1**

Pupils should be given opportunities to:

- Use a range of materials creatively to design and make products;
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space;
- 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.

### **Key Stage 2**

Pupils should be given opportunities 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

They should

- 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 e.g. pencil, charcoal, paint and clay;
- Be taught about great artists, architects and designers in history.

#### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. We teach children safe handling of tools and equipment. Electrical equipment and knives should only be used under close supervision of the teacher or responsible adult together with the following tools, in general design and technology use: glue guns, drills, craft knives, saws and hammers. When working with tools, equipment, materials in practical activities pupils should be

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taught about hazards and risks and about risk control. This includes how to recognise hazards, assess subsequent risks and take steps to control risks.

Reviewed \_\_\_\_\_