



ART AND DESIGN POLICY

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Art and Design Policy

PHILOSOPHY

Art, craft and design provides an enriching personal experience which enables each child to identify ideas and through a creative process, communicate intellectually and practically. Art, craft and design brings a unique dimension to the provision of a broad and balanced curriculum for each individual by developing specific aspects of aesthetic and critical awareness. It adds significantly to the 'excellence and enjoyment' factor for many of our children.

INTENT

We live in a designed world where Art and Design influence all aspects of life. We believe the arts contribute to the development of the whole child emotionally, spiritually, intellectually, socially, and physically. It also develops values such as perseverance, co-operation, responsibility and the awareness of the need to use resources economically and safely. In experiencing and exploring the arts, children have the opportunity to nurture their self-esteem and confidence which prepares them for the world we live in.

Our aims in teaching art are that all children learn to:

- Develop originality and creativity through problem solving in real contexts.
- Find enjoyment in art and creativity.
- Hold a positive self-image and have confidence.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Become visually literate and develop observation skills.
- Understand art as a means of expressing ideas and feelings.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary.
- Explore the contribution art and design makes to history and culture.
- Value and appreciate the contribution made by artists, craft workers and designers.

IMPLEMENTATION

The National Curriculum (2014) provides the framework for a balanced programme of study which clearly builds on previous work and takes account of children's experiences. At Greenleas, Art is taught through subject specific lessons which build on prior skills, knowledge, and learning. In each year group, in alternate half terms, classes will be taught weekly Art lessons which have been chosen to meet all National Curriculum objectives. Subject leaders have created knowledge organisers which sequences the learning in Art across all year groups and ensure a wide breadth of study. Lessons are made accessible for all children using different teaching methods such as discussion, group work, modelling and opportunities to independently practise techniques before applying them to finished pieces of work.

Each strand of the Art curriculum is built upon as they progress through the school from Early Years to Year 4 and revisited frequently so that the children remember more. The progression in knowledge builds allowing the children to master techniques in drawing, painting, sculpture, and collage. It also allows them to take inspiration from great artists and designers in history.

Each child is given opportunities to:

- use a range of materials creatively to design and make products.
- use drawing, painting collage 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.
- 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.
- 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.
- create sketch books to record their observations and use them to review and revisit ideas.

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- learn about great artists, architects and designers in history.

REPORTING

Children's progress in Art and Design is reported to parents through the annual pupil report.

MONITORING AND EVALUATION

A portfolio of work and events is collated from all year groups within school. Evidence of work is also found in class Art and Design floor books, individual child sketch books and displays.

The Subject Leader is responsible for leading, managing, monitoring, evaluating and reviewing the curriculum. Subject leaders will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage.
- monitor whole school planning.
- collect evidence of good practice (e.g. photographs, displays).
- support teachers e.g. team teaching, observations and feedback.
- review resource provision.
- evaluate implementation of the Design and Technology policy throughout school.

ASSESSMENT

Assessment is an integral part of the teaching process. Progress against skills is tracked. Formative assessment is mostly carried out informally by teachers and should be based on the planned assessment opportunities. A portfolio of work and events is collated from all year groups within school. Evidence of work is also found in class Art floor books, sketch books and displays. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, pupils are required to show their progression in their sketchbook. Progression and achievement is tracked against progression of skills document by each class teacher. From September 2022 each year group will include photographic evidence of any artwork completed in a floor book to document the progress from one year to another. Staff will include a short write up of the work carried out and include any learning objectives met.

EQUAL OPPORTUNITIES AND INCLUSION

At Greenleas we have a no ceiling approach to learning where children who are disadvantaged are supported to access and achieve at the same level as their peers. Children with special needs or physical disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Art and Design curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Art and Design. The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs and disabilities, including More Able and Talented children.