

Art and Design Policy



September 2023

Headteacher: Mrs E. Dunn
Chair of Governors: Mr J. Anderson

Date: September 2023
Date agreed and ratified by the Governing Body:
Date for Review: September 2025



Contents:

- 1. Aims and objectives**
- 2. Teaching and learning style**
- 3. Art and Design curriculum planning**
- 4. The Foundation Stage**
- 5. Art and Design Sketchbooks**
- 6. Cross-curricular opportunities**
- 7. Art and Design and Computing**
- 8. Responding to pupils' diverse learning needs**
- 9. Health and safety**
- 10. Assessment for learning and assessment of learning**
- 11. Resources**
- 12. Monitoring and review**

Introduction

This policy outlines the teaching, organisation and management of Art and Design taught and learnt at Roseberry Primary and Nursery School.

The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility of monitoring and review rests with the subject leader.

The main purposes of this policy are:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the subject

1. Aims and objectives

The National curriculum states that 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.

The National Curriculum 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.

2. Teaching and learning style

Roseberry Primary and Nursery school uses a variety of different teaching and learning styles within Art and Design lessons to develop the children's knowledge, skills and understanding. Our teachers provide a practical and stimulating curriculum based on the progression of key skills which involves the children to participate in meaningful and purposeful activities and develop independence in the subject. They have opportunities to develop their visual literacy through work in their sketchbooks, individual, paired and group work. They have access to the Art room and are given a wide range of materials and resources to work with and will be supported by teaching staff to use materials, tools, and equipment safely and responsibly.

3. Art and Design curriculum planning

Throughout school, children should be creating and designing artwork while developing the key skills needed to progress through the subject. Teachers at Roseberry Primary and Nursery School will use the National Curriculum, 'progression of skills' document, 'How to plan an art unit' and 'suggested ideas' documents to plan age appropriate, engaging lessons that ensure the key skills in Art and Design are taught progressively each year.

To ensure that all aspects of the 2014 National Curriculum are covered sufficiently and taught in adequate depth, long-term planning includes five skills to be covered in a progressive way over a two-year cycle. These skills are printing, drawing, textiles and collage, sculpture, and painting. Teachers will ensure that three skills are taught across each year group, every two years.

Art and Design is taught alternatively with D&T each term. All skills are taught once a week for one half term to aid the continuity of lessons.

4. The Foundation Stage

Expressive Art and Design is a Specific Area of Learning.

The statutory framework for the EYFS (2023) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

An enabling environment will provide children with:

- opportunities to experiment with inspiring and accessible media and tools
- the freedom to make a mess and mix materials
- space to create individually and collaboratively
- places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home)
- opportunities to make choices
- the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling
- support to develop mastery in a range of skills, techniques and safety rules
- the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions
- opportunities to talk about and evaluate their own achievements.

The children in our Reception and Nursery classes will be provided with many, varied opportunities to support their learning within this area.

5. Art and Design Sketchbooks

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. Mistakes are encouraged as the sketchbook is a personal space for the child to develop their individual ideas, plans and research.

Recording in the sketchbook can take many forms and can be used to:

- practice certain skills and features, and to gather information for use on a larger piece of work
- practice drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.

The Art and Design sketchbook can be used as a place to collect:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps etc.
- Samples of textures, fabrics, and other materials
- Lists of resources that the children might need to produce a piece of art
- Colour strips from colour mixing

- Studies of the effects of media on different types of paper
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

6. Cross-curricular opportunities

Our Brighter Futures Curriculum is based around our six curriculum foundations.

World around us	Environmental awareness	The world of work	Safety net	Healthy me	Making memories
----------------------------	------------------------------------	------------------------------	-------------------	-------------------	----------------------------

The long-term planning is planned only with cross-curricular links with other subjects that will provide a relevant and meaningful curriculum for pupils. These will be identified on the long-term plan.

7. Art and Design and Computing

The use of Computing enhances our teaching of Art and Design. All children can collect visual information to help them develop their ideas by using the digital cameras, laptops, and iPads. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

8. Responding to pupils' diverse learning needs

At Roseberry Primary we teach Art and Design to all children, whatever their ability and individual need. We provide a broad and balanced education to all children. Through our teaching in Art and Design we provide learning opportunities that enable all pupils to make good progress. Teachers strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals

and those learning English as an additional language and take all reasonable steps to achieve this.

9. Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proformas. Completed Risk Assessment Forms are completed for some activities.

10. Assessment for learning and assessment of learning

We assess children's work in art by making informal judgements as we observe them during each art lesson and with a formal assessment grid at the end of each unit. On completion of a piece of work, the teacher responds to children's work, identifying areas for development and the children take part in peer discussion and evaluation of their work. Evidence may be seen in the children's sketchbooks and through photographs of the making process and final product. Our teachers will continuously assess during every lesson and encourage the children to take on more independence in their discovery of each key skill. If needed, additional time should be given to cover skills that the pupils will need. Teachers will consider how well the children have used the materials available to them, considered different ways to complete the tasks, used their individual judgement about their work and made changes where appropriate.

11. Resources

The children all have access to the school's Art room and a wide selection of materials and tools are available for children's use to enable them to access the subject and make informed decisions. The children have access to laptops and iPads are available to support the children's individual research.

12. Monitoring and review

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school
- to monitor use of the sketchbook throughout the school

This policy will be reviewed at least every two years.