



# Art & Design Policy

Policy Creation and Review	
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Last Review Date	<b>June 2020</b>
Ratified by Governing	
Next Review Date	<b>June 2021</b>

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## Vision for Art

### Purpose (Intent)

The famous Picasso quote 'Every child is an artist, the problem is how to remain an artist once they grow up' is central to the development of the art curriculum at New City. So how do we tackle this problem? At New City we believe that by nurturing the child's inherent creativity, whilst encouraging an understanding of the subject in its widest sense we can indeed instill a lifelong passion for the subject and their own creativity, the passion necessary to become our artists of the future!

### Aims (Implementation)

- To deliver a skills and knowledge based art curriculum. Through learning about important historical and contemporary artists and their works, pupils will analyse their ideas and practices to inform their own.
- To demonstrate a wide range of techniques in using line, shape, pattern, tone, form, texture, space and colour, equipping them with skills that are transferrable across all media.
- To celebrate and display as much work created during art lessons as possible creating a stimulating visual environment and to instill the confidence in their creative process in order to- in Picasso's words 'remain an artist once they grow up'.

### Outcomes (Impact)

Children are engaged in their learning, can talk confidently and passionately about their own artwork and the artwork of others, whilst using the language of art, craft and design. Experienced at working in a wide range of different media in 2D and 3D, they are equipped with the confidence, skills and knowledge necessary to pursue the creative direction they may wish to take in the future.

## Vision for Design and Technology

### Purpose (Intent)

At New City, we aim to deliver an imaginative and practical Design and Technology curriculum to inspire pupils' creativity. Pupils research, design and make products that solve problems across a variety of real-life contexts, drawing upon their knowledge from other subject areas. We want to inspire pupils to explore the world around them, carefully considering problems and how technology and resources can be used creatively to develop solutions.

## **Aims (Implementation)**

- To research, critique and test the ideas of other designers.
- To design prototypes, products and solutions to a variety of real-world problems, carefully considering the design, functionality and audience needs.
- To develop and apply the creative, technical and practical skills needed to make a wide range of products.
- To evaluate their solutions, considering ways in which they could be further improved.
- To understand and apply the principles of nutrition and cooking to make a variety of dishes in order to prepare children for a healthy lifestyle now and later in life.

## **Outcomes (Impact)**

Children work creatively and practically to design purposeful, functional and appealing products to solve a problem, drawing upon the world around them and the ideas of other key designers. They are able to communicate their ideas in a variety of ways, including discussions, drawings, templates, prototypes, writing and technology. They make informed decisions about the materials and tools that they use. Children are able to apply their knowledge, skills and understanding of a range of mechanisms, technology and design properties, in order to inform their decisions. Children explore and evaluate their own ideas and those of others, considering ways of improving the product. As part of Design & Technology, children learn the principles of nutrition and healthy eating, developing crucial life skills and a love for cooking.

## **1 Introduction**

- 1.1** 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 and 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

## 2 Aims and objectives

2.1 The aims of art and design for key stage one are:

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.
- Know 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.

The aims of art and design for key stage two are:

- 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].
- Know about great artists, architects and designers in history.

## 3 Teaching and learning style

3.1 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 in art and design. 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/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 say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources.

**3.2** We recognise the fact that we have children of differing ability in all our classes, and so 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 common 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 variations of tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

## **4 Art and design curriculum planning**

**4.1** Art and design is a foundation subject in the National Curriculum. At New City Primary School we use the national curriculum and a bespoke 6 week structure for lesson as the basis for our curriculum planning in art and design.

**4.2** We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our art and design subject leader works this out in conjunction with SLT and teaching colleagues in each year group.

**4.3** Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans.

**4.4** The Subject leader completes a daily plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons.

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

## 5 The Foundation Stage

- 5.1 We encourage creative work in the Nursery and Reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.
- 5.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## 6 Teaching art and design to children with special educational needs

- 6.1 At our school we teach art and design to all children, whatever their ability. Art and design is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and variation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3 Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children

with special educational needs. The IEP may include, as appropriate, specific targets relating to art and design.

- 6.4** We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7**            **Assessment and recording**

**7.1**        We assess the children's work in art and design whilst observing them working during lessons. As a class we discuss the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards.

**7.2**        The art and design subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

## **8**            **Resources**

**8.1**        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 art and design store. This room is accessible to children only under adult supervision.

## **9**            **Monitoring and review**

**9.1**        The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school. The art and design subject leader gives the head teacher a half term summary report in which s/he evaluates the strengths and weaknesses in the subject, pupil voice, what went well, what needs to happen next and any extra curricula activities within the subject. The art



and design subject leader monitors art books and art work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done on a half term basis when each topic is complete. The skills go over a whole key stage. Evidence is collected in individual sketchbooks and photographed display work and progress is measured against the National curriculum expected standard.