

ART AND DESIGN POLICY



1. Introduction

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 judgments 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

Through teaching Art we aim to:

- Develop creativity and imagination through a range of activities.
- Improve the children's ability to control materials, tools and techniques.
- Enable children to make use first-hand experiences, and their imagination, in the creative process.
- Increase their critical awareness and understanding of the roles and purposes of art and design in different times and cultures.
- Develop increasing confidence in the use of visual elements and materials.
- Have knowledge of a range of artists, sculptors and designers and show appreciation for their work.

3. Whole School Organisation and Management

(i) Planning

Art in the Foundation Stage is encompassed in 'Expressive Arts and Design', which in turn is broken down into two aspects: (i) Exploring and Using Media and Materials: this is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. (ii) Being Imaginative: This is about children's explorations into the world of pretence, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.

At Key Stage 1 and Key Stage 2 Art is taught using the revised National Curriculum 2014. At Grangetown, art will be taught in three core elements across each term. Each year group will focus specifically on the same core element within Autumn, Spring and Summer in order to show progression from the previous year.

In Key Stage One, pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- To 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.

In Key Stage Two pupils should be taught:

- 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.
- To create 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

(ii) Time Allocation

The time allocated to curriculum subjects is at the discretion of individual schools. As a school, we value Art and we ensure that it is an ongoing and strong feature of our taught curriculum. Teachers will allocate art to one half of each term and ensure that each lesson is taught for one hour weekly. Sometimes lessons are 'blocked', leading to fewer but longer sessions. Notionally, we could say that, on average, in KS1 and KS2, Art is taught for the equivalent of 1 hour per week, usually as blocked sessions and sometimes linked to other curriculum areas (though that does not detract from the importance of direct teaching of art techniques and skills).

(iii) Assessment

- Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and written work. General comments about Art will be made reference to in annual reports to parents and carers.
- Foundation Stage pupils will be assessed in line with the Birth to Five Matters document and Reception children will be assessed against the Early Learning Goals.
- Art will have clearly defined learning objectives, shown on the planning sheets, and these are shared with children as part of assessment for learning, in a 'child-friendly' way.
- All children across KS1 and KS2 will complete their art work in their sketchbooks where teachers can see the progress across the year.

(iv) Continuity and Progression

We draw upon the revised National Curriculum, and upon our Long & Medium Term Planning, to ensure that skills are built upon in a progressive way. Discussion between teachers informally, and in Key Stage and Staff meetings, and the passing on of information at the end of the year, ensures cohesion, both within year groups (every skill taught builds upon skills already acquired) and between year groups. In each term, all children from Y2-6 focus on the same core element (drawing, painting/printing or sculpture) to ensure progression from year to year. The long term planning for art was reviewed in September 2021 in line with the whole school curriculum review.

(v) Cross Curricular Links

Art will be taught through three key units of work and it will be taught through cross-curricular links including English, History, DT and drama and other activities or events (visits to Art Galleries, Museums and visitors in school including Archaeologists). As noted, this does not weaken the teaching of art-specific skills – rather it provides a context within which those skills can be taught in a meaningful and relevant way.

(vi) Reporting to Parents

Children's work and achievements for each school year are reported through the end of year report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit. Parents also have the opportunity to meet with teachers in Autumn and Spring term through Parent Consultation days.

4. Lesson Management and Organisation of Teaching

(i) Planning

Teachers plan using a variety of teaching styles in order to provide a broad and interesting Art curriculum

- Long term plans show the national curriculum coverage at KS1 and KS2
- Medium term planning involves planning for a core area of Art through a series of lessons in one unit of work. This shows the key Art skills and knowledge needed for that half term. The MTP will follow the focus of a key artist.
- Short Term plans are the weekly planning and this includes a section for the objectives/skills being taught, details of the activity and the success criteria. The teacher then evaluates the lesson against the success criteria.

(ii) Differentiation – meeting the needs of all pupils

At Grangetown Primary School Art is taught to all children, whatever their ability. Through our Art 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.

In Art, differentiation can be by outcome, task or intervention. Strategies include:

- Pupil groupings, e.g. ability or mixed ability, or group, paired or individual activities
- Resources, e.g. different equipment for different levels of ability
- Pupil activity: different group tasks, different roles and responsibilities, breaking work into smaller steps, different allocations of time, variations of pace within the lesson to match ability.

(iii) Special Educational Needs

We aim to make access to the arts equal for all our pupils including our SEN pupils and gifted and talented pupils.

Provision will be made for pupils with special educational needs, where this affects their ability to participate and achieve in an Art lesson. The curriculum will be differentiated through the use of differing pupil groupings, adapted equipment and different levels of pupil activity. Children may need additional teacher or TA support, at times, to help them access the Curriculum.

(iv) Equal Opportunities

All children have equal access to the Art curriculum, whatever their background or ability. Teaching is differentiated appropriately.

(v) Health and Safety Implications

All teachers are responsible for safety in their own lesson working within the guidelines produced for the whole school (as per the Health & Safety Policy). All teaching and learning follows the school's Health and Safety policy.

5. The Role of the Art Coordinator

(i) General

The Art co-ordinator is responsible for the monitoring and implementation of the Art Curriculum, and the management of Art resources, as follows:

- Take a lead in policy and planning development, in consultation with colleagues
- Monitor progress in Art and advise on any action needed
- Support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record keeping activities.
- Take responsibility for the purchase and organisation of central resources.
- Keep up to date with developments in Art, locally and nationally, and disseminate this information to colleagues.

(ii) Monitoring

Monitoring of the curriculum is achieved through scrutiny of planning and through discussion in staff meetings and key stage meetings. For all Core Subjects, and for Foundation Subjects which are 'in-focus', the Coordinator is allocated non-contact time, some of which will be employed in observing teaching and learning. However, for subjects which are not 'in-focus', where no non contact time is available, there is still an expectation that the Coordinator will actively maintain the subject, using an appropriate amount of time to do this. A short annual written account of progress is produced by the Coordinator.

(iii) Organisation of Resources

Each class teacher has resources stored in the classroom, to match the areas of the curriculum they are teaching. There is also a main cupboard which contains various basic Art supplies which are readily available to use and the cupboard will be re-stocked frequently.

6. Additional Information appropriate to this Curriculum Area

Current Priorities in developing this area of the Curriculum for 2021-22 (see Action Plan for details, time-scales etc):

- Developing the curriculum – knowledge & skills – as part of our 'Quest curriculum' initiative
- Monitoring of Art – Look for evidence in sketch books that shows research, developing own ideas and skills being taught specific to each year group. Establish if links are being made in Maths, Literacy and any other subject areas.
- Ensuring teachers' skills are well developed – providing CPD opportunities for teachers, ensuring a range of after school clubs and extra curricular activities are included in the curriculum.

- Reviewed & updated in Spring 2022 by A Barnett (Art and Design Coordinator).
- Next review: Spring 2023.

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