



Layfield Primary School

Art and Design Policy

February, 2019

Review date: February, 2021

Art and Design

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 appreciate how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

The Aims of Art and Design

The aims of Art and Design are:

- To produce creative work, exploring ideas and recording experiences
- 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 learn about great artists, craftspeople and designers, and understand the historical and cultural development of their art forms.

Art and Design teaching

A range of teaching styles and learning strategies should be adopted as follows to ensure that all children receive a balance of skill teaching and opportunities for creativity:

- individual, group and whole class teaching
- discussion and demonstration
- consolidation and practice
- child-initiated art
- exploratory and experimental approach
- investigation and research

Planning

We follow the Cornerstones Curriculum in Years 1 - 6. This is a broad and balanced, knowledge and skills based curriculum with cross-curricular learning projects. We aim for art to be cross-curricular where possible and also to be covered in skill-based lessons. Opportunities will be given for experience with art-based computer programmes.

Art and design resources

All Art and Design equipment and additional resources are stored in fully labelled boxes in the Art and DT area. All equipment borrowed should be returned after use. The co-ordinator should be informed of any equipment requirements.

Early Years

We encourage creative work at the earliest stages of education and this is part of the Early Years Curriculum. We relate the children's creative development 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. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide

range of activities requiring them to use 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.

Key Stage 1

Pupils are taught the following:

- to use a range of materials creatively to design and make items
- 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 by using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craftspeople and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils are taught to develop their techniques, including the control and use of materials, using creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught the following:

- 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 using a range of materials [for example, pencil, charcoal, paint and clay]
- about great artists, architects and designers in history

Special Educational Needs and Inclusion

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school.

We teach Art and Design to all children, whatever their ability and individual needs. Art and Design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of pupils with special educational needs, disabilities, special gifts and talents and of those learning English as an additional language.

Assessment

Teachers assess children's work in Art and Design by observing them during classes. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers record their assessment information onto the class tracking sheet on Cornerstones. Teachers then use this information to plan the future work for each child and to make an assessment of progress as part of the annual report to parents.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance and to establish their targets for the future.

Monitoring and Reviewing

The Art and Design Subject Leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The Subject Leader supports colleagues in the teaching of Art and Design by informing them of current developments in the subject and by providing resources and a strategic lead and direction for the subject in school. The Subject Leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.