

Upton Westlea Primary School

Art and Design Policy



Approved by staff: November 2020

Signed: K Carruthers

Approved by Governors: November 2020

Signed: L Dalton

Review Date: November 2023

Policy on Art and Design

"Every child is an artist. The problem is how to remain an artist once he grows up." — Pablo Picasso

Introduction:

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a creative 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, designers and craftspeople. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Intent:

Our intentions in the teaching of art and design at Upton Westlea are:

- to provide the children with opportunities to explore, develop and produce pieces of art work across six skills: drawing, painting, collage, sculpture, textiles and printing
- to enable children to record from first-hand experience and from imagination
- to select their own ideas to use in their work and/ or use the ideas of existing artists to create their own work
- to evaluate and analyse creative works using the language of art, craft and design
- to develop creativity and imagination through a range of activities
- to improve the children's ability to control materials, tools and techniques
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers
- to develop the cross-curricular use of art and design in all subjects

Implementation:

Throughout the year, each class from Foundation stage to Year 6 will take part in 2 art days each half term. They will explore **one** of the six skills (drawing, painting, collage, sculpture, textiles and printing) throughout these 2 days, enabling the children to really immerse themselves in the skill, look at and evaluate existing examples, explore the techniques or materials used and then finally produce their own pieces of art to be put on exhibition for their parents. This has been a great success and has meant all children, even the previously reluctant artists, are fully involved and excited about art and design.

Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and producing something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or 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 to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources.

We recognise the fact that we have children of differing ability in all our classes, and 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 tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have particular gifts or talents.

The Foundation Stage

We encourage creative work in the Foundation Classes, as this is part of the Early Years Foundation Stage. 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, and their responses involve the various senses.

Key Stage 1

The children in Key Stage 1 begin to explore the skills, use a variety of materials and resources suitable for their age group and begin to develop their understanding of artists and the work they produce. They develop their understanding and knowledge of the language used in art, begin to use the correct vocabulary and learn through exploration and then focused activities. They are often encouraged to produce their art work in the style of an artist the class teacher has introduced after exploring their techniques and materials used by the artist. Children in Key Stage 1 will learn about a range of artists, designers and craftspeople, describing the differences and similarities between different practices and then making links to their own work.

Key Stage 2

The children in Key Stage 2 will be taught how to develop and refine their techniques, including the control and use of materials, decision making on what to use, further experimentation of a wider range of materials and resources suitable for their age group. They will continue to develop their knowledge and understanding of vocabulary used when discussing art work, correct terminology for practises and materials used and continue to develop their knowledge of what materials they could use and how to use them creatively. In Key Stage 2, the children begin to take responsibility for their own sketchbooks and are often encouraged to use these to explore, test and evaluate the techniques and materials. The children will learn about a range of great artists, architects and designers throughout history and how their work may have had a wider impact.

COVID 19

The art days mean the children cover the different elements of Art each year. Staff would check to see if their class covered the skills last year and if not, they will incorporate the previous year's skills from the progression grids.

There has also been a range of procedures but in place to minimise the risk:

- Any equipment will need to be "booked" to ensure only one class needs the resources or that they are split to eliminate mixing.
- Staff will wear gloves when handling resources to be collected by other classes.
- Resources will be signed in and out to track who has had what and which classroom it has been in.
- Equipment will need to be collected from outside the year 1 classroom as members of staff are not allowed into other classrooms.
- Equipment must be either cleaned or quarantined for 72 hours before being returned to the year 1 bench where a member of staff from year 1 will put it away.
- Bubbles should not share resources.
- Clay and other modelling equipment should not be shared. Each child should have their own pieces.
- All Art areas must be cleaned regularly.

Impact:

- We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons.
- At the end of a unit of work, the acquisition of knowledge, skills and understanding in art and design will be measured using formative and summative teacher assessment. Attainment and progress will be measured and recorded against assessment objectives for each year group which has been developed with a whole-school progression. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 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 what their targets should be for the future.
- The art and design subject leader keeps evidence of the children's work in a portfolio of photographs. This demonstrates the expected level of achievement in art and design in each year of the school.
- Lesson observations, planning and sketchbook reviews will take place.
- Any developments will be identified and results will be incorporated into the art and design action plan shared with staff and school governors.

Art and design and inclusion and equality

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy, which is 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 all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

This policy will be reviewed every two years.

Reviewed December 2019

Date of next review December 2021

Signed

L Dalton - Art Co-Ordinator