



Art and Design Policy

This policy should be read alongside our design and Technology policy

This policy was last revised and adopted by the Governing Board in: September 2022

After each revision the policy is circulated to Governors and school staff and in the school website.

This policy is to be reviewed by the Governing Board in: 2025

Introduction

This policy was reviewed by the Art and Design Coordinator in the Autumn of 2022.

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

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.

Aims and objectives

Aims

- to develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man made world
- to enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art
- to develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages.

Objectives

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment,
- to develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- to foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- to develop the pupils' capability in developing and expressing ideas through art by visual investigation

- to encourage pupils to evaluate and review their work and that of others, both individually and in groups
- to provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas
- to encourage the pupils to respond to, and articulate opinions on, art, craft and design using a specialist art vocabulary when describing their work and ideas.

Principles of Teaching and Learning

Teaching and learning style

Jarrow Cross Primary 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, including ICT.

Jarrow Cross Primary School have recently purchased a new planning tool; 'Kapow' which supports children to progress their knowledge and skills effectively. This resource is also a supportive tool for staff to develop their professional development and allow teachers to deliver the art curriculum with confidence.

Differentiation and special needs

Study in art and design will engage all children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in many art and design activities will be by outcome.

Breadth and balance

Jarrow Cross Primary School will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and information communication technology (ICT) are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures (both western and non-western) will be an integral part of practical art and design activities.

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts
- explore and experiment with both two and three dimensional materials.

Cross-curricular skills and links

An understanding and application of visual language, impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching. Art will make a strong contribution to the following cross-curricular themes and aspects:

- literacy and numeracy

- historical and geographical studies
- information and communication technology
- the expressive arts
- citizenship
- spiritual, moral, social and cultural development.

Progression

Using the National Curriculum as a guideline, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1.

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions

Equal opportunities

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

Health and safety

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, paint, printing inks, dyes, clay and plaster and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately.

Assessment, reporting and recording

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment. A sketch pad containing examples of pupils' work representing key aspects of art activities for each child will be developed. This will form the basis of agreed standards achieved. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self assessment as appropriate. Teachers will record key aspects of pupils' progress throughout the year. At the end of each key stage teachers will assess pupils' attainment and report to parents against the end of Key Stage descriptions for art.

Role of the subject co-ordinator

The art and design subject co-ordinator is responsible for ensuring that schemes of work for art are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject.

Resourcing

The art co-ordinator will complete an audit of art materials and resources each academic year and replenish when necessary. Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in the central stores in KS1 and KS2. Visual reference materials, books, art prints, post cards and other visual aids are stored in the central store.

Review

The effectiveness of the teaching and learning in art and design will be monitored by the Head teacher and the art co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in-service training and support will be established.