



Art and Design Policy

Written / reviewed by	Miss F Hodgson
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Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>

Curriculum Intent Statement:

'A Family Committed to Making a Difference'

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

The Art and Design curriculum is important because it stimulates creativity, imagination and inventiveness. 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 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 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

The aims of Art and Design are:

- To enable children to record from first-hand experiences and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of activities.
- To improve children's ability to control materials, media, 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 and apply to their own work.

- To show a development of ideas and their own skills through use of a sketch book.
- To use and explore a range of materials, resources and equipment.
- Through art, extend and enrich other curriculum areas.

Teaching and Learning

Early Years Foundation Stage (EYFS)

We encourage all aspects of creative work in the Early Years Foundation Stage. We relate the creative development of our children to the objectives set out in the Early Learning Goals for Expressive Art and Design. We support children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, and design, music, dance, stories and role play.

Our reception children explore a wide variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. We encourage the children to be imaginative and use what they have learnt about media and materials in original ways, thinking about uses and purposes.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities which they respond to, using all their senses.

Key Stage 1

In Key Stage 1, Art and Design is taught using the 'Step by Step' art scheme which covers drawing, painting, printing, collage, sculpture and textiles. Each class teacher adapts the scheme to suit their own topics whilst ensuring there is full coverage and progression of skills.

In key stage 1 our children are taught to:

- Use a range of materials creatively to design and make art work.
- Use drawing, painting, printing, collage, sculpture and collage to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.

- Learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and links to their own work.

Key Stage 2

In Key Stage 2, Art and Design is taught through the areas of drawing, painting, printing, collage, sculpture, and textiles. Class teachers use these areas to plan units of work whilst making links to specific class Humanities topics. The I Can Statements (See appendix) are used to ensure there is full coverage and progression of skills.

In Key Stage 2, children are taught to:

- Develop their techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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, printing, collage, sculpture and textiles with a range of materials.
- Learn about a range of great artists, architects and designers in history.

Curriculum Planning

In Art and Design Technology, we follow the current National Curriculum and fit the key Art and Design skills into our topic cycle. We also use the 'step by Step' art books which we use for ideas, resources and planning.

Curriculum planning:

- The long-term plan maps the contexts for learning and subject based units of work studied in each term and key stage.
- Short-term plans identify specific skills and make progression across year groups explicit. Planning may also list resources and technical vocabulary used when teaching techniques.

Thinking and Enquiry skills

At Friezland we are keen to establish a whole school approach to developing philosophy and thinking skills which will reinforce and develop the children's ability to problem solve, explore ideas, ask relevant questions and use strategies to find answers and make comparisons.

Cross Curricular Learning

English

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their work and that of other children, and say what they think and feel about them.

Mathematics

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Computing

We use computing to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas and by using digital images and video to record their observations. Children use the internet to research more about famous artists, crafts people and designers.

Personal, Social, Health and Emotional Education (PSHE) and Citizenship

Art and Design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet with artist and other talented adults whilst undertaking their work.

Spiritual, Moral, Social and Cultural Development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of different times and cultures through their work on famous artists, designers and crafts people.

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, special Educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally and the school will take measures against adults who do not abide by this ethos.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children will be taught how to use to:

- Use tools and equipment safely and correctly
- Recognise hazards and risk control.

General tool risk assessments are in place but class teachers will also carry out a risk assessment for activities where a risk assessment is deemed appropriate.

Assessment

At the end of a unit of work, teachers assess children against the National Curriculum expectations. This is then used to inform planning for next steps in learning, for reporting to parents at the end of the year and by the Art coordinator to assess the attainment of standards.

Assessment for Learning

The class teacher will assess children's work in Art and Design by making informal judgments during lessons through; questioning, observing and eliciting children's ideas. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are also encouraged to make judgements about how they can improve their own work and peer assessment is used.

Reporting to Parents

Parents receive a written assessment of their child's ability in Art and Design at the end of each academic year and have the opportunity to discuss their child's progress at termly parent teacher meetings.

Resources

Consumable materials are ordered to resource the scheme of work. These are stored centrally in the ART cupboard.

Resource expenditure and staff CPD are linked to school improvement priorities and their impact upon motivation, engagement and standards is monitored and evaluated annually during the summer term.

Roles and Responsibilities

Head Teacher & Governing Body

The Head Teacher and Governing Body are responsible for:

- Involvement in focus groups to develop policy and practice;
- Overseeing the standards of Art and Design.
- Approving the acquisition of new resources.

Subject Leader

The subject leader is responsible for:

- The audit and identification of resources for purchase for Art and Design.
- Liaising with the Resource Team to ensure effective maintenance and ease of access to resources;
- Monitoring and evaluating the implementation of the scheme of work and its effectiveness for teaching and learning;
- Reviewing short term planning;
- Delivering relevant inset training to other members of staff;
- Preparing an activity plan based on the school cycle of develop practice, monitor, evaluate, review and school development priorities;
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Art and Design,
- Report on standards to the governing body.

See also Class Teacher's job description, which includes the key tasks and responsibilities of the subject leader.

Class Teacher

The Class teacher is responsible for:

- Planning and delivering the Art and Design Curriculum;
- Assessing children's work both formatively and summatively using the 'I Can..' Statements (See Appendices), and
- Reporting to parents and the Art coordinator.

Monitoring & Evaluating

Policy and practice in Art and Design are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of Art and Design will be monitored by the Art coordinator in conjunction with the head teacher. Monitoring may take the form of lesson observations, planning, display or sketchbook scrutiny. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the Art coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the Art and Design policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Art & Design Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data Pupil end of term reports	Name D.O.B. Teacher Assessment data	Monitor a child's progress and identify next steps	All Staff (as necessary)	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

Appendices

Friezland School Progression Document for Art and Design

Class	Yearly Objectives
Year 1	<p>I can show how people feel in paintings and drawings</p> <p>I can create moods in artwork</p> <p>I can use pencils to create lines of different thickness in drawings</p> <p>I can name the primary and secondary colours</p> <p>I can create a repeating pattern in print</p> <p>I can cut, coil and roll materials</p> <p>I can use IT to create a picture</p> <p>I can describe what I can see and give an opinion about the work of an artist</p> <p>I can ask questions about a piece of art</p>
Year 2	<p>I can choose and use three different grades of pencil when drawing</p> <p>I can use charcoal, pencil and pastel to create art</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>I can mix paint to create all the secondary colours</p> <p>I can create brown with paint</p> <p>I can create tints with paint by adding white</p> <p>I can create tones with paint by adding black</p> <p>I can create a printed piece of art by pressing, rubbing, rolling and stamping</p> <p>I can make a clay pot</p> <p>I can join two clay finger pots together</p> <p>I can use an IT paint package to create effects</p> <p>I can suggest how artists have used colour, pattern and shape</p> <p>I can create a piece of art in response to the work of another artist</p>
Year 3	<p>I can show facial expressions in my art</p> <p>I can use sketches to produce a final piece of art</p> <p>I can use different grades of pencil to shade and to show tones and texture</p> <p>I can create background using a wash</p> <p>I can use a range of brushes to create different effects in painting</p> <p>I can identify the techniques used by different artists</p> <p>I can use digital images and combine with other media in my art</p> <p>I can use IT to create art which includes my work and that of others</p> <p>I can compare the work of different artists</p> <p>I can recognise when art is from different cultures</p> <p>I can recognise when art is from different historical periods</p>
Year 4	<p>I can show facial expressions and body language in sketches and paintings</p> <p>I can use lines and marks to show texture in my art</p> <p>I can use line, tone, shape and colour to represent figures and forms in movement</p> <p>I can show reflections in my art</p> <p>I can print onto different materials using at least four colours</p> <p>I can sculpt clay and other mouldable materials</p> <p>I can integrate digital images into my art</p> <p>I can experiment with styles used by other artists</p> <p>I can explain some of the features of art from historical periods</p>

Year 5	<p>I can draw objects and use marks and lines to produce texture</p> <p>I know how to successfully use shading to create mood and feeling</p> <p>I can organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I can use shading to create mood and feeling</p> <p>I can express emotion in my art</p> <p>I can create accurate print designs following criteria</p> <p>I can use images which I have created, scanned, and found; altering them where necessary to create art</p> <p>I can research the work of an artist and use their work to replicate a style</p>
Year 6	<p>I can explain why I have used different tools to create art</p> <p>I can explain why I have chosen specific techniques to create my art</p> <p>I can explain the style of my work and how it has been influenced by a famous artist</p> <p>I can overprint to create different patterns</p> <p>I can use feedback to make amendments and improve my art</p> <p>I can use a range of resources to create art</p>