

# Art and Design Policy

## Aims and objectives for Art and Design at Mereworth

The aims for the teaching of art and design ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Are encouraged to use Art to express emotions.

How we can fulfil these aims:

- By presenting the arts as an enjoyable experience.
- By making sure that the arts are represented in a positive way and are an important part of the curriculum.
- By providing situations that develop confidence and competence in self-expression.
- By experimenting with a wide variety of media and techniques.
- By developing knowledge and understanding of specific skills in each area; drawing, colour, form, printing, pattern, textiles and Digital.
- By providing the opportunity for observation, description and evaluating.
- By developing an awareness of art and design in the world around us, us through looking at nature, great works of art, designs etc.
- Develop knowledge of great artists and designers from past and present.
- All displays should be part of the learning and should demonstrate the skills learnt and process involved.
- All work should be valued and displayed around the school. Boards changed to demonstrate each new unit.

# **CURRICULUM OVERVIEW AND PLANNING**

## **Early Years Foundation Stage**

**Children follow the Early Years Foundation Curriculum**

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matter, skills and process specified in the relevant program of study.

### **Subject Content**

#### **Key Stage 1**

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape for 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

#### **Key stage 2**

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.

Pupils should be taught to:

- 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, sculpture with a range of materials

(for example, pencil, charcoal, paint and clay)About great artists, architects and designers in History.

At Mereworth Community Primary School we carry out the planning in art and design in three phases: long term, medium-term and short term. Our long term maps out the skills covered during each term in each year group. This plan defines what we teach and ensures an appropriate balance and distribution of work across each year and the whole school.

Every class then produces a medium term -plan which gives details of each unit of work for each term. This could be related to the class topic. A list of skills needing to be taught for each area is available to aid this planning. This list of skills, which cover: drawing, colour, form, printing, pattern, texture and digital, ensure that the children progress with their knowledge and ability as they move up the school.

### MANAGEMENT OF THE SUBJECT

The subject leader is responsible for ensuring that appropriate resources are available for the teaching of units, and for management for the Art budget. A file is maintained by the co-ordinator to keep a record of examples of work.

### INCLUSION

In providing effective learning opportunities for all pupils and overcoming any potential barriers to learning in art and design, some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent.
- Access to stimuli, participation in everyday events and materials, word descriptions and other resources to compensate for a lack of specific first hand experiences and to allow pupils to explore an idea or theme.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials

- Help to manage particular types of materials to which they may be allergic

## EQUAL OPPORTUNITIES

Teaching approaches that provide equality of opportunity should:

- Ensure that boys and girls are able to participate in the same curriculum.
- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allow a variety of interactions and outcomes.
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment/
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.
- Enable the fullest possible participation of pupils with disabilities or particular medical needs, offering positive role models and making provision where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

## EVERY CHILD MATTERS

Making every child's art matter is a core principle for all art educators. Enjoyment and achievement lie at the heart of good primary practice. It is important that every child should enjoy art activities.

## DIFFERENTIATION

In providing effective learning opportunities for all pupils teachers may modify, as necessary, both the units within the long-term plan and the National Curriculum programs of study to provide all pupils with relevant and appropriately challenging work at each key stage. The National Curriculum for Art and Design sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs

### **3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

In the art activities described in the medium-term plan differentiation is mainly by outcome. Short term plans should identify where there is, or has been a significant need to differentiate by task or intervention.

#### **ASSESSMENT**

Children can see the list of skills need to be demonstrated when learning a new technique. Peer and self-assessment should be encouraged at the end of each unit. This will give each pupil time to evaluate their own work and that of others. It is also a way for them to see their next steps for progression. Teachers will also use these to assess as to whether children are working at an expected level, or are exceeding or emerging.

Teachers should use appropriate approaches to assessment that:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means;
- Are familiar to the pupils and for which they have been adequately prepared;
- Use materials which are free from discrimination and stereotyping in any forms;
- Provide clear and unambiguous feedback to pupils to aid further learning.

#### **HEALTH AND SAFETY**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognize hazards, assess consequent risks and take steps to control the risk to themselves and to others;
- To use information to assess the immediate and cumulative risks;

- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

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