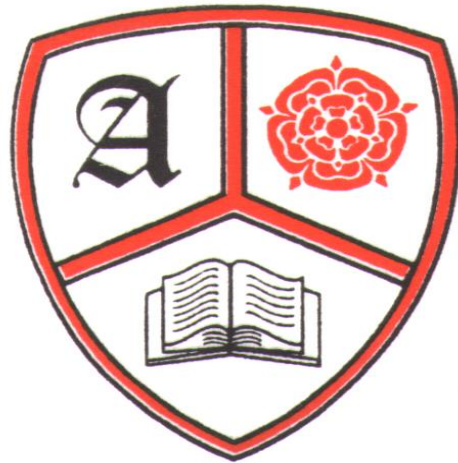


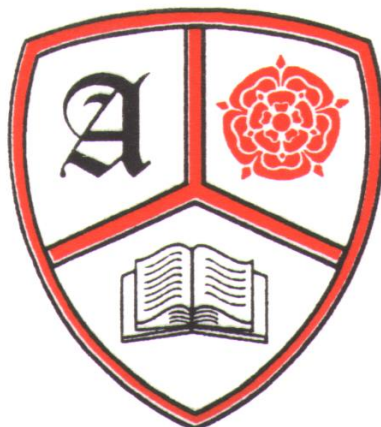
# *Anderton Primary School*



## *Art and Design Policy*

*Date - September 2024*

# Art and Design Policy



## Anderton Primary School

### Rationale

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.

### Aims of our school:

- To provide a range of stimulating and creative opportunities which create a framework for success and enjoyment.
- 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, architects, designers and craftspeople from their own and other cultural heritages.
- 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 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

## **Breadth and balance**

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and digital media 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.

## **Variety**

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.

## **Subject planning and evaluation**

Teacher's planning encompasses long, medium and short term. Planning is linked to the National Curriculum (2014) .

- Long-term plan - This shows how these teaching units are distributed across the years of both Key stages in a sequence that promotes curriculum continuity and progress in children's learning.
- Medium term plan - this gives a detailed account of learning objectives, activities and outcomes for each topic.

As a school, we have developed a creative curriculum and therefore teachers may cover the Art and Design units in a more creative way, in order to link to their current themes. In these cases, through thorough planning, teachers will ensure that the National Curriculum objectives for Art and Design are met.

Using the National Curriculum as a guideline, Key Stage 2 builds upon the skills and concepts developed in Key Stage 1, ensuring that all key skills for KS1 and KS2 are covered throughout school.

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
- Art clubs are provided, for all children who have a particular interest or talent within art.

## **Human Resources and Visits**

People are invited to work with the children from within and outside the school community who have knowledge, interests, talents and skills, enthusiasm and/or a specialism linked to Art and Design.

These can all be used as a means of illuminating, advising, supporting and enriching the children's learning. Where possible professional artists or crafts people will be invited into school to work with particular Year Groups or Key Stages.

Visits to local art galleries are arranged where/ when appropriate.

## **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.

## **Early Years Foundation Stage**

Children in the Foundation year will follow the Early Learning Goals for Expressive Arts and Design and physical development. The activities are provided to enable the children to meet these goals and to enable them to use the skills needed.

## **Inclusion**

Providing effective learning opportunities for all pupils Anderton Primary school provides an Art & Design curriculum, which meets the specific needs of individuals and groups of pupils. This should include the three essential principles of: -

- a) Setting suitable learning challenges
- b) Responding to pupils diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Special Educational Needs**

All pupils will have access to a broad and balanced curriculum, which includes Art and Design and have the opportunity to make the greatest progress possible. In particular Art and Design offers the opportunity for children to achieve in a practical subject as they are encouraged to communicate in different ways. Differentiation in many art and design activities will be by outcome.

## **Talented Artists**

Children who display a talent in a particular medium or area of Art and Design are provided for through extended activities within the lessons, extra -curricular art clubs, and workshops with cluster schools or through High School links.

### **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**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Ongoing assessment is used to inform teacher assessment at the end of each unit of work. The Lancashire Data tracker is used in KS1 and KS2 to track children's progress as they move through school. In EYFS observations are made against the children's achievement towards the Early Learning Goals.

Assessment techniques will ensure that teachers assess the development of skills and not just the finished products or outcomes. These techniques should include: -

- a) Teachers' observation of pupils
- b) Teacher - pupil discussion and teacher questioning
- c) Pupils' sketch books or portfolio wallets for larger pieces of art work
- d) 3D Sculptures made by pupils
- e) On-going analysis of their achievements
- f) Photographs of 3D work and children engaged in Art lessons
- g) Use of ICT as appropriate
- h) Floor books and computer folders

### **Role of the subject leader**

The teacher responsible for leading Art and Design is **Mrs K L Laithwaite**. The main roles of the subject leader are: -

- a) to be responsible for reviewing provision and monitoring progression and standards
- b) to provide / advise/ organise inset and support teachers and HLTA's to develop their own skills and knowledge related to Art and Design
- c) to develop scheme of work with staff and prepare / share policy with staff and curriculum committee
- d) to submit a yearly subject improvement action plan
- e) to order resources in consultation with staff and monitor the condition of resources

- f) to raise the profile of art within school and provide a range of opportunities to develop child's interest and abilities, e.g. art clubs, arrange visiting artists/crafts people to work with children /staff
- g) to keep samples of work from different ability levels within each year group. This is then Stored in the Art Subject leader file.
- h) The art and design subject leader 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**

Funding for art and design is dependent on the budget. Each classroom will be provided with a stock of basic art materials with more specialist media and equipment held in a central store. Visual reference materials, books, art prints, post cards and other visual aids are all centrally stored in the purple room and the KS2 stock cupboard.

### **Inset**

Inset will be provided when necessary according to the needs of children or staff in accordance with the school improvement plan.

### **Review**

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the art subject 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.

**Reviewed by K L Laithwaite**  
**Art and Design Subject Leader**  
**Autumn 2024**