



Redesdale Primary School

Art & Design Policy

Policy reviewed	December 2021
Policy review date:	December 2024



REDESDALE PRIMARY SCHOOL

ART & DESIGN POLICY

INTENT

Introduction

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our pupils with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our Art Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of Art within the broad and balanced curriculum offered at Redesdale Primary School.

Our Curriculum Drivers are strongly supported through, and embedded in, the delivery of our Art whole-school approach to the curriculum. Art is a foundation subject in the National Curriculum. The teaching of art stimulates and encourages creativity and imagination and is a powerful tool for enhancing mental wellbeing. It provides a unique way of understanding and responding to the world.

Aims

At Redesdale Primary School we aim to develop children's knowledge, understanding and skills so they can reach their full potential in Art and Design. We aim to:

- Stimulate children's creativity and imagination.
- Develop the children's spirit of enquiry, through investigating the visual environment.
- Give the children access to visual, tactile and sensory experiences.
- Help each child learn about the functions of art, craft and design in their own lives and in different times and different cultures.
- Develop each child's ability to use colour, tone, shape, form, texture, pattern and different materials and processes to communicate what they see, feel and think.
- Teach pupils to use a variety of tools and techniques and to gain confidence and competence using these tools and techniques safely.
- Encourage pupils to take pride in achievements and build on these.
- Encourage pupils to work with increasing independence as they progress through the school.
- Appreciate each other's work through displays and discussions.
- Extend and enrich other curriculum areas through art and design.

Objectives

- At Redesdale Primary we have worked across all year groups to secure that art and design skills are covered and develop as the children move through the school.
- Children will be taught the language of art (shape, form, texture, tint, tone, colour, shade, line and pattern) and be encouraged to use this language when discussing their work.
- They will have access to and be able to select from a range of materials and be taught to recognise when the use of certain materials is appropriate.
- They will be taught the health and safety aspects of the materials and techniques they use.
- They will be encouraged to express ideas, observations and feelings and to explore different ways of representing these ideas using a variety of media and techniques.
- Children will be introduced to and encouraged to discuss, the work of other inspiring artists and craftspeople.
- Children will be given opportunities to work individually, in pairs and groups when appropriate, and to co-operate when sharing ideas, materials and resources.
- Teachers will use additional adults to support the work of individuals or groups of children.
- Children will be expected to discuss their own and the work of others constructively and evaluate the outcome of that work.
- Feedback will be given throughout.
- Children will use ICT and appropriate software to enhance their skills in drawing and for research.
- The school forest area will provide stimulating and purposeful opportunities for developing Art skills across the school.

IMPLEMENTATION

Curriculum

At Redesdale Primary School, knowledge, understanding and skills are built upon and developed in each year group, from Nursery to Year 6. The national curriculum for Art aims to 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.

EYFS

We aim to provide a rich environment for our youngest children to thrive in where we encourage and value creativity. We relate the children's creative development to the objectives set out in the Early Years Framework, which underpin the curriculum planning for children aged three to five. The Expressive Arts and Design strand includes art, design, technology, music, dance, role-play and imaginative play. This broad range of experiences encourages children to make connections between one area of learning and another and extends their understanding of the world. Children develop their creative skills in the Early Years through DT, music, dance, roleplay and stories. Continuous Provision and

enhancements across Nursery and Reception will provide opportunities to develop skills and knowledge of process in Art using a range of stimulating materials and resources.

Key Stage 1

Throughout years 1 and 2, children will:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using 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 making links to their own work
- Use sketch books to record initial ideas and practise drawing techniques.

Key Stage 2

Throughout years 3, 4, 5 and 6, children will:

- 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 and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

Planning

- The subject overview shows the units that the children study in each term during each key stage. Our overview for Art shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan. This is devised by the subject co-ordinators.
- The knowledge organisers are created by class teachers. These plans give details of the units of work for each term, along with the artist they will study, examples of their work and resources needed for children to create their own work. Key vocabulary is also displayed. They identify the key learning objectives for each unit covered. The subject leader is responsible for reviewing these plans alongside class teachers.
- The short- term plans are weekly lesson plans and are written by the class teacher. These lists the specific learning objectives, a brief outline of the tasks for each lesson and expected outcomes. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader will discuss them on an informal basis.

Progression Map

The units studied in Art are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan

progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Inclusion

At Redesdale, we teach Art to all children, whatever their ability and individual needs. Art forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; More Able Pupils; English as an Additional Language (EAL).

IMPACT

Assessment for learning

Teachers will assess children's work in Art by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

Seesaw

Seesaw is a child-driven digital portfolio. Teachers can empower children to create, reflect, share, and collaborate on their projects. Children "show what they know" using photos, videos, drawings and text. Children in Key Stage One and Two will use Seesaw to save Art work digitally and the subject leader will monitor and review progression throughout these key stages.

Target Tracker

Target Tracker is the complete assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years. Teaching and support staff within Early Years will digitally store their observations and notes on Target Tracker. All children in Early Years have a portfolio on their Class Dojo account, with both class teachers and parents having access. The subject leader will liaise with Early Years staff to monitor and review progress of children within Early Years.

Monitor and Review

The monitoring of the standards of the children's work and of the quality of teaching in Art & Design is the responsibility of the Subject Leader. The Subject Leader is also responsible for supporting colleagues in their teaching of Art & Design, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for Art & Design in school. The Subject Leader gives the Headteacher an annual summary report (action plan) in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Subject Leader has specially allocated time for carrying out the vital tasks of reviewing samples of the children's work, and of visiting classes to observe the teaching of Art & Design.

Reviewing this Policy

This policy will be reviewed at least every three years.

Subject Leader: Mrs K. Rayner & Mrs K. Tyler

Date: December 2021