Art and Design POLICY

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Definition

"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."

The 2014 Primary National Curriculum in England, Art and Design

Aims

- stimulate creativity and imagination in pupils

- provide visual, tactile and sensory experiences, and a special way of looking at and understanding the world
- encourage pupils to express themselves through drawing, painting, printing, photography, textiles and sculpture
- equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design
- provide pupils with opportunities to evaluate artist's, craftspeople and designer's work from a range of times and cultures
- explore a variety of two and three-dimensional media and art techniques, working on a variety of scales
- provide pupils with the skills to understand and apply the basic principles of art and craft including: line, tone, texture, shape, pattern, colour, contrast, composition, proportion and perspective

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

Artsmark

The school was previously awarded the Silver Artsmark Award. The school is currently working towards achieving their next award.

The school's aims are to continue:

- developing pupil leadership roles within the arts
- displaying pupil's work through showcases
- establishing new partnerships with professional companies, artists and musicians
- increasing the range of extra-curricular offer
- introducing further digital art opportunities
- providing pupils with opportunities to see the arts as an attainable career path

Objectives

Key Stage 1

By the end of Key Stage 1, pupils will be taught to use a range of materials, including paint, oil pastel and clay, to design and make artwork. Pupils will use drawing, painting, print-making, collage, textiles and sculpture to develop and share their ideas, experiences and imagination. Sketchbooks will be used to record ideas and images relevant to current and ongoing work. Pupils will develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space and will become experts at identifying similarities and differences between how artists use these. Links will be formed between pupil's own work and the work of artists, craft makers and designers.

Key Stage 2

By the end of Key Stage 2, pupils will 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. Sketchbooks will be used to record and explore ideas and images relevant to current and ongoing work. Annotations will be introduced for pupils to communicate their feelings, knowledge and opinions about artwork. Pupils will build on their skills from Key Stage 1, improving their mastery of art and design techniques including drawing, print-making, collage, textiles, painting and sculpture with a wider range of materials. Pupils will be taught about how art and design has shaped our history. They will develop an understanding of the work of artists, craftspeople and designers from a range of times and cultures and will apply knowledge and similar techniques to their own work.

Planning and Evaluation

The art curriculum is designed to respond to the aims of the national curriculum and provides opportunities for pupils to explore a wide range of media, skills and attitudes, and to evaluate the work of a variety of artists, craftspeople and designers. The art curriculum aims to provide pupils with real life art experiences, including opportunities to visit a gallery and to work alongside artists, performers and other art professionals.

A skills progression grid is used to ensure children are taught the necessary skills for their year group and ability. Medium-term planning is completed by the art subject lead to ensure a development of skills and knowledge across year groups. This is shared with class teachers and is used to inform short-term planning. Whilst artwork will be related to topic work, teachers will also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject. Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and demonstration, and the use of questioning and discussion.

Curriculum

Art is taught through six art forms including collage, sculpture, drawing, printmaking, textiles and painting. The substantive areas of knowledge are categorised into colour, pattern, texture, line, shape, form, space and tone. In EYFS, the substantive areas are line, form, colour, design and function. The disciplinary areas of knowledge focus on knowledge of artists, generation of ideas, use of sketchbooks, developing techniques and evaluating and analysing.

Our curriculum celebrates artists from minority ethnic groups and the UK. Within our art curriculum, children are taught about artists from different cultural and geographic backgrounds. The ages and genders of the artists have been considered to ensure children are exposed to younger and older artists, as well as both female and male artists. We consider local artists to Coventry an important part of our curriculum to ensure children recognise how artists are all around us.

Assessment

Each child's performance in art will be assessed by the teacher against the end of year expectations. Retrieval practice is used at the beginning of each art lesson to recall previously learned information, including media, artists and substantive knowledge. A key takeaway (golden sentence) is included at the end of each lesson to enable teachers to assess children's understanding of the content taught. Knowledge organisers are used within lessons to support children with using subject-specific vocabulary and making links between artists. There will be informal ongoing assessment by the class teacher that includes marking of work and discussion with the child. This informs the art curriculum for the following year and supports the subject lead in adapting medium and short term planning. This will be used to inform termly teacher judgements which are uploaded to Arbor.

Monitoring

The subject leader is responsible for advising colleagues, where necessary, on the development and delivery of the curriculum. It is the responsibility of the subject leader to purchase and deploy central resources for art and design and to keep up-to-date with developments in art and design education, passing this onto other members of staff. The subject leader will monitor and evaluate progress in art and liaise with senior management on any action necessary. Their role is to ensure coverage, continuity and progression in planning and to monitor and evaluate the effectiveness of art teaching and learning by viewing pupil's achievements in sketch books, having discussions with pupils and working alongside colleagues. Where necessary, links will be made with other local schools to share outcomes and to

showcase work. The subject leader will regularly review the contribution made by art to a meaningful curriculum.