Darnhall Primary School

**Policy for Art and Design**

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**1 Introduction**

Teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

*“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”*

Quentin Blake, Children’s Laureate

**1.1 At Darnhall Primary school, we believe that:**

Art and Design enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children are able to explore ideas and meanings through their own work and the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate, it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established in cross curricular ways.

**2 Aims and Objectives**

We aim to offer opportunities for children to:

* Foster an understanding and enjoyment of art, craft and design.
* Experience a broad and balanced range of art activities and show progression within these experiences.
* Show development of ideas and their own skills through the use of a sketchbook.
* Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
* Develop use of a range of tools, media and processes.
* Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
* Provide opportunities for studying historical, cultural and religious art.

UNCRC 30- ‘You have the right to practice your own culture, language and religion’.

* Extend and enrich other curriculum areas through art.

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way which develops their expertise. The children are provided with the very best resources possible.

**3 Curriculum**

**3.1 Foundation Stage**

The Early Years Foundation Stage curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Adopters Early Years Curriculum. There is an emphasis on independence and child-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

**3.2 Key Stage One**

Pupils should be taught:

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

**3.3 Key Stage Two**

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 create sketchbooks 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.
* About great artists, architects and designers in history.

**4 Curriculum Planning**

We carry out curriculum planning in Art and Design in three phases:

* long term
* medium term
* short term

Our long term plan maps out the themes covered each term during each Key Stage. Through the scheme of work, we teach the knowledge, skills and understanding set out in the National Curriculum. We use the AccessArt scheme of work as our medium term plans, which give details of work for each term. These plans define what will be taught and ensure an appropriate balance and distribution of work across each term. Where possible, class teachers use the local circumstances of our school and the local environment as the starting point for this planning. Class teachers then develop their own short term plans as set out in the medium term plans. These list the specific learning objectives for each lesson and give more detail about the lesson content.

All activities within Art and Design are planned so that they build on the children’s prior learning. Using the AccessArt scheme of work ensures that children are taught the necessary skills for their year group, with planned progression through each unit of work.

**5 Progression and Continuity**

The school uses a variety of teaching and learning styles in art and design lessons. Our aim is to develop the children’s knowledge, skills and understanding in Art and Design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists’ work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, which are differentiated by task, expected outcome and/or support from peers or adults.

**6 Assessment**

**6.1 Progress and Achievement**

Children’s work is monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking where the children are encouraged to comment on each other’s work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluations. Through these strategies, both children and adults are able to recognise the strengths and areas of development of the pupil within Art and Design and the progress being made.

**6.2 Monitoring, Evaluation and Review**

Class teachers follow the school’s planning document for Art and Design and keep a record of the curriculum coverage that has been taught. Consistency in class teacher’s following the school’s long term planning document ensures progression in Art and Design throughout the school.

Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Teachers store photographs of finished pieces in the designated folder on our school server ‘staff share.’

Class teachers make informal ongoing assessments of the children’s progress towards taught objectives, including providing verbal feedback as well as written marking. A final teacher assessment is made at the end of each unit, identifying those children who are working below, at or above age related expectations. This can be logged on the school’s tracker ‘Insight.’

**7 Role of the Subject Leader**

The monitoring of the standards of children’s work and of the quality of teaching in art and design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Progress is reported to SLT and the Governing Body.

**8 Display**

Displaying children’s work in all curriculum areas in the classroom and around the school has both a positive and educational role to play in supporting their learning. Although display does encompass a range of curriculum areas, it is fundamentally linked to art through its visual qualities. A high standard of display encourages children to value their own and others work. It can provide learning opportunities through interactive problem solving, particularly through Maths, English and Science. It also supports the ethos of the school by providing a bright and stimulating environment.

There are a number of boards in each classroom and resource area. Often display boards reflect current topics or special events such as book or Science week. On occasions, staff will discuss and agree themes for the display boards to ensure continuity throughout the school. Children are actively involved in producing work and ideas for display work regardless of their ability. They are also encouraged to look after and value each other’s work.

**9 Policy Review**

This policy should be considered alongside other relevant policies particularly Design Technology, and Computing. It will be reviewed by the governing body as part of its schedule of policy review.