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Elsworth CE (A) Primary School
Art and Design Policy
February 2023

1 Intent and Aims

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

- to enable children to become visually literate, to encourage the use and understanding of art as a means of visual and tactile communication.
- to develop skills, both creative and technical, so that ideas can be realised and sculptures produced.
- to develop imaginative and original thought and encourage experimentation.
- to nurture and develop children's enthusiasm for and enjoyment of the subject.
- to nurture the child's capacity to learn about and observe the world in which they live.
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers and to respond thoughtfully, critically and imaginatively to different ideas, images and objects from this and other cultures.

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class 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, and 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 computers and iPads.

2.2 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:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

3 Art and design curriculum planning

3.1 Teachers use the Art and Design Progression of Knowledge and Skills and Curriculum Overview documents as well as other resources to support their planning and teaching.

3.2 We plan the activities in art and design so that they build upon the prior experiences and learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme

of work so that there is an increasing challenge for the children as they move up through the school.

4 Art and inclusion

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access where possible to the full range of activities involved in learning art and design.

5 Assessment for learning

- 5.1** We assess the children's work in art and design whilst observing them working during lessons. At the beginning of a topic, children complete an assessment quiz. They complete the same quiz at the end of the topic to assess what they have learnt. The teacher's observations enable him/her to make an assessment for achievement and attitude for each child, as part of the child's annual report to parents. Assessed work may be evidence found in sketch books, individual and collaborative work.

6 The Role of the Art and Design Leader

- Take the lead in policy development
- Ensure key documents such as the Progression of Knowledge and Skills and Curriculum Overview are used to ensure National Curriculum coverage
- Monitor progress in Art and Design and advise the Headteacher on school Development points through the subject leader action plan
- Keep up-to-date with developments in Art and Design education and feedback to colleagues after courses

7 Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the stock cupboard. Collections of work by famous artists and appropriate images to support units of work are stored digitally on the school's network.

8 Monitoring and evaluation

Provision for art is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning by subject leader/headteacher
- Half termly Subject Leader Assessment and Monitoring (SLAM) sessions
- Discussion at staff and governors' meetings
- Audit of policies and planning resources
- Sharing of classroom work and practice