

**Brighter Futures Academy Trust**  
**Art and Design Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
R Denham	Nov 2014	Nov 2017
H Wilkinson	April 2018	April 2021

## ART & DESIGN POLICY

### RATIONALE:

*Art, design and craft 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. 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.*

DfE 2013.

Additionally, at Siddal Primary School Art & Design have five important roles;

- To give every pupil, including SEN pupils, the opportunity to experience success and raise aspirations,
- To give pupils the opportunity for challenging work particularly where their understanding and ability are in advance of their English language skills,
- To give pupils the opportunity to communicate their ideas and feelings through a range of media,
- To promote key skills through Art & Design,
- To enhance pupils' learning across the National Curriculum.

### AIMS:

- To give all pupils learning opportunities to experience different approaches to art, craft and design, working individually, in pairs, in groups and as a whole class.
- To develop visual perception and visual literacy in all pupils.
- To teach all pupils about visual and tactile elements.
- To develop a capacity for imaginative and original thought and experimentation in all pupils.
- To teach pupils how to use materials, tools and techniques for practical work.
- To teach all pupils about the work of a range of artists, craftspeople and designers, from different times and cultures, including present day.
- To encourage pupils to articulate and communicate ideas, opinions and feelings about; artists, craftspeople and designers and their work; their own work and that of other pupils.

### GUIDELINES;

- The content of our art & design teaching is guided by the criteria of the National Curriculum and a coherent scheme of work developed by the art co-ordinator.
- All pupils will have the opportunity to follow the art programme. A flexible approach in choosing knowledge, skills and understanding from earlier or later key stages will be adopted, and differentiation applied in planning activities, to ensure that pupils achieve success appropriate to their stage of development and their requirements.
- Pupils will be taught creative, imaginative and practical skills, through the introduction of a range of materials for drawing, painting, print-making, collage, sculpture, textiles and digital media. They will work in 2-D and 3-D and in a range of scales.
- Opportunities for developing pupils' drawing skills will feature regularly throughout the scheme and it will also be apparent where further opportunities across the curriculum are available.
- Use of materials and tools go hand in hand with the technique or skill being taught and pupils will be taught how to use them safely, in accordance with health and safety requirements.
- Natural and made objects and environments will provide concrete experiences for the pupils to begin to identify the visual and tactile elements of; line, shape, form, space, pattern, colour, tone and texture. Looking at the work of artists, craftspeople and designers and analysing how they use these elements will help pupils to use the same elements effectively to design and make images and artifacts, communicating specific ideas, intentions and feelings.
- The selection of work studied will include a variety of genres and styles from contemporary, past and present artists, craftspeople and designers, from a variety of cultures, western and non-western, and where possible from the locality. Work studied will challenge stereotypical roles and encourage pupils to appreciate and value differences in other people and cultures.
- Pupils developing knowledge and understanding of art & design will be put into practice in making critical judgements of their own work, of each other's and of other artists, craftspeople and designers.

### RESOURCES;

- A range of materials appropriate to fulfill the scheme of work will be available to ensure continuity of experience as children progress through school.
- Each class will have a basic range of materials to be accessed regularly by the children and other, less frequently used materials accessed from a central store.
- Resources compiled for knowledge and understanding of artists, craftspeople and designers and their work, will be managed by the co-ordinator and stored centrally. They will be used by teachers as appropriate to the scheme of work.

- Pupils will be encouraged to take responsibility for the care and maintenance of all materials and equipment where appropriate.

#### **ASSESSMENT;**

- Teachers will observe, question, listen and modify tasks where appropriate.
- Pupils' progress will be assessed continuously against clear learning objectives. The end of unit expectations will provide broad descriptions of achievement within each unit and pupils' progress can be measured against these.
- Evaluation of work will be based on the process undertaken as well as the end product.
- Children will be encouraged to assess their own work by stating their opinions, discussing their work, identifying what has worked well and what could be developed further.
- The use of sketchbooks will provide opportunities to assess how well investigations inform planning, the process undertaken and the final product.

#### **MONITORING, REVIEW AND DEVELOPMENT;**

The art co-ordinator will be responsible for the management of the subject. This will include;

- The organisation of resources, materials, tools and equipment providing consistency and ease of access throughout the school,
- Monitoring the delivery and outcomes of the art curriculum, through the medium term objectives and teacher evaluations,
- Review and modification of the school's policy and the scheme of work in line with developments and the requirements of the school and government,
- Keeping staff informed of developments in art and provide inset training,
- Supporting staff in assessing children's' work,
- Prioritising areas for development within the subject area and maintaining the subject at a level negotiated with the headteacher.
- Pupil interviews to assess understanding.

#### **DISPLAY AND PRESENTATION;**

The display and presentation of both visual stimulus and pupils' work is an important element of teaching and learning. Teachers will ensure that their classrooms provide a visually stimulating learning environment and that pupils' experience and achievements in art will be acknowledged by the careful presentation of all processes of their work, including stimulus materials, investigations, the contributions of sketchbook work, particularly at K.S.2, and finished work.