



GREENLEAS PRIMARY SCHOOL

ART AND DESIGN POLICY

Rationale

At Greenleas Primary School we encourage our children to become lifelong learners. We want to give our children an education of the highest standard and aim for excellence in all our school activities. We believe that Art and Design is important because it stimulates creativity, imagination and inventiveness. The purpose of Art and Design 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.

Intent

Our aim is for our pupils to:

- develop their creativity and imagination
- produce creative work, exploring their own ideas and individual experiences
- use colour, form, texture and pattern, materials and process to communicate what they see, feel and think
- become proficient in drawing, painting, sculpture, printing, collage and textiles
- 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 form
- have knowledge and understanding of how art and design has shaped our history and contributes to culture, creativity and wealth.

Implementation

Teaching Objectives

Programmes of Study of EYFS Curriculum and National Curriculum

EYFS (Expressive Arts and Design)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

EYFS (Physical Development)

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Key Stage 1

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of different artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Key Stage 2

- 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.
- 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.
- To learn about great artists, architects and designers in history.

Teaching and Learning Strategies

We plan opportunities for:

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketchbooks
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area to local galleries and exhibitions
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school.

Adaptive Teaching

Teachers carefully monitor and assess the learning journey of each individual. Differentiated activities across the school will take account of the children's differing needs and abilities ensuring all children have access to the curriculum at the appropriate standard. Children with SEND are fully supported by staff to reach their learning objectives.

Impact

Assessment and record keeping

Assessment is a vital tool in the teaching of art and is designed to monitor children's progress and measure attainment. Importance is placed upon assessing the on-going process and not just the finished products or outcomes. Assessment is also used to inform future planning by staff in subsequent year groups.

Class teachers are responsible for assessing each child's progress and attainment in Art and Design. Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. Teachers then record which pupils are emerging into the expected level, working at the expected level or beyond the expected level. Any specific areas of talent are identified by staff.

Monitoring progress

Children in KS2 use sketchbooks to document their learning journey in Art and Design. Children in KS1 present their learning journey in combined Art and DT books. The use of sketchbooks and specific subject books enables children and teachers to reflect on the progress made so far.

Reviewing progress

It is the responsibility of the subject leader to track and monitor progress in Art and Design. Termly assessments are scrutinised by the subject leader in order to ascertain which children need further support or challenge. Planning from each department is scrutinised on a termly basis to ensure curriculum coverage and skills progression.

Revised and adopted by the Governing Body January 2023