



ART AND DESIGN POLICY 2022/2023

Aims and Objectives

Art & 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 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 on different periods and cultures.

EYFS

Expressive arts and design involves ensuring children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials., ideas and feelings through a variety of activities in art, music, movement, dance, role play and design technology (Statutory framework for EYFS)

The National Curriculum for Art & Design

In KS1 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.

In KS2 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.
- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Teaching and Learning

- **EYFS**

Children in Reception will work purposefully, responding to colour, shapes, textures and materials and work they will have opportunities to work spontaneously, enjoying the act of mark making and creating.

Children are provided with many opportunities to be creative through both adult-led and child initiated learning time. Activities are planned with the Expressive Arts & Design 'Early Years Outcomes' in mind and children work towards achieving the Early Learning Goals at the end of their time in Reception. The Reception environment encourages and values creativity.

The classroom has a range of open-ended creative resources which the children are able to access independently allowing them to gain a real interest in and love of creative activities from a very early age. Adults work alongside children in their play in order to enhance their creative ideas and thinking.

EYFS follow the Reception units from the KAPOW scheme of work.

- **Key Stage 1 and 2**

Children in Key Stage 1 & 2 will develop their skills and knowledge in four core areas: drawing, painting, sculpture and 3D and craft and design.

Teachers ensure that the children apply their knowledge and understanding so that when investigating and making something, they explore and develop ideas, and evaluate and develop their work. We do this through a mixture of whole class teaching and individual/group work activities. Within lessons, we give children the opportunity to work on their own and to collaborate with others, listening to ideas and treating others with respect.

Art & Design Curriculum Planning

At Weeton, we follow the KAPOW Art and Design scheme of work and differentiate plans as appropriate for each cohort.

Activities are planned to build on prior learning and we plan for progression over the year and across the key stage, so there is an increasing challenge for the children as they move through school.

Sketchbooks

All children in Years 1-6 have a sketch book. Sketch books should evidence the learning process – it should be clear that children are given time to experiment and invent their own artwork. Children critically evaluate existing pieces of artwork, their own work and that of others.

In all classes there are children of differing abilities. We recognise this and provide suitable learning opportunities for all children, 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 results.
- Grouping children by ability and setting different tasks for each group.

- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of individual children or small groups

Art & Design and Inclusion

When teaching Art & Design, teachers strive to ensure that they meet the needs of all pupils in their class, including those who special educational needs or disabilities, those who are learning English as an Additional Language, and those who show a special talent in the subject. Every child's response is unique and activities in Art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Display and Presentation

The school recognises that the effective display and presentation of pupil's work and the efficient organisation and presentation of material and equipment, has a positive effect on pupil's learning and respect for the subject. We celebrate artwork across school by using the main corridor as a display Teachers ensure that examples of art work are displayed and celebrated along the central school corridor.

Monitor and Review

The monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the subject leader and class teachers. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and providing a strategic lead and direction for this subject within the school.

Health and Safety

It is the responsibility of the teacher to ensure all pupils are taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.