

**TITLE: ART AND DESIGN POLICY**

**DATE WRITTEN: DECEMBER 2020**

**MAIN AUDIENCE: GOVERNORS, STAFF, PARENTS AND CARERS**

**LAST UPDATED: SEPTEMBER 2014**

**NEXT SUGGESTED UPDATE: DECEMBER 2023**



## **Intent**

At Gawsworth Primary School, our Art curriculum develops creativity, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. With appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork, we aspire for children to reach and exceed their potential at our school. Our curriculum will enable pupils to create art work with a real purpose in terms when displaying and sharing the work they create and showcasing the skills and progress they have made and at the same time, develop transferable skills for later life and a life-long appreciation of Art and Design.

## **Implementation**

At Gawsworth, we have a cross curricular approach to our learning. We use art in conjunction with our topics to study and create pieces of artwork as well as celebrating artists from past and present from a variety of diverse cultures and backgrounds. Throughout their time at Gawsworth, the children will be given opportunities to explore and evaluate Artists and communicate what they see feel and think through the use of colour, texture, form, pattern and different materials and processes. At Gawsworth, we believe that creativity is vital in order for children to express their individuality as well as dealing with their emotional well-being. In learning Art, the children will be provided with a range of skills, concepts and attitudes and a mastery in a range of techniques and methods of working.

The policy should be read in conjunction with the Art Progression of skills document, which can be used as a springboard to develop the individual teacher's ideas in a personal way knowing they are within the School's guidelines. This should enable teachers to design a programme of activities which is responsive to their own and children's skills and needs in art.

Art is included as a foundation subject within the National Curriculum. The aims of art are consistent with our school values and take account of National Curriculum Non-Statutory Guidance. The aims of Art education should:

- Foster the individual child's creative ability so that they see themselves as artists and develop the technical skills necessary to bring them to their full potential.
- Help children explore the world first hand using their senses and experimentation and so gain knowledge and understanding of the world in which they live
- Develop confidence, value and pleasure in Art
- Develop children's aesthetic awareness enabling them to make informed judgements about Art and make appropriate connections between their own work and the work of other artists
- Structure opportunities inside and outside school for children to talk confidently about the work of other artists, designers and crafts people and their own artwork, expressing their own ideas, feelings, thoughts and experiences
- Develop children's design capability
- Develop children's ability to value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures

- Develop inventive thought and action and the ability to innovate, initiate, discriminate and make effective personal responses.
- Develop visual and tactile sensitivity and powers of observation, together with awareness of colour, form and space in the environment and the man-made world.
- Develop understanding of a variety of media and processes in order to record, communicate and express ideas and feelings in many different ways.
- Develop non-verbal means of organising ideas and seeing relationships which supplement and reinforce verbal learning.
- Develop imagination, feeling and sensibility.

### **EYFS and Key Stage 1**

The process of drawing is a very early form of communication for all children. Many children draw, paint, model, construct and use media and materials creatively in their own time; others have little opportunity to develop and enjoy these early experiences. In EYFS, the team work hard to ensure that their classroom environment and continuous provision gives children the opportunity to explore art through modelling, mark making and recording using different medias. Through Early Years and Key Stage 1, the children will study many famous pieces of art as well as exploring art through photography and textiles.

Children are encouraged and provided with:

- Practical, creative and imaginative skills through a balanced programme of art, craft and design activities
- A range of quality starting points to encourage drawing from observation, imagination and experience. Drawing is a fundamental activity which needs to be developed and constantly built upon. Opportunities should be provided to enable children to use a range of media including painting, drawing, collage, sculpture and textiles
- Demonstrations of appropriate techniques teaching them to use and control the appropriate tools
- Opportunity to experiment with and use pattern, texture, colour, line, tone, shape, form and space to make their own images in 2D and 3D, and to recognise these elements in other works of art
- Objects and images to collect, sort and describe, that they may use in their artwork

### **Key Stage 2**

During Key Stage 2, children will build upon previous skills from EYFS and Key Stage 1. Children should be encouraged to develop continually their recording skills and to exhibit greater independence in their selection and development of source materials from a range of cultures and times. Children should be able to modify and adapt their work confidently and play a greater part in its design and development. Children can be expected to develop a greater understanding of the work of other artists, crafts people and designers, applying knowledge

to their work accessing works of art in school. This greater understanding will allow the children to be able to make comparisons between artwork from different times, recording their thoughts and findings, as well as their personal opinions on a piece in a more detailed way. The development of the appropriate vocabulary and using knowledge to support their views will be an important element in progression.

### **Impact**

Assessment and outcomes within the art curriculum is ongoing throughout the school year. The children are encouraged to peer and self-evaluate their work in Key Stage 2 as well as teacher assessment. After each term, the class teachers assess their children's artwork alongside the Nation Curriculum objectives, which allows them to address gaps. In EYFS, the children are assessed within the 'Expressive Arts and Design' sector of 'Development Matters'. Their progress is tracked regularly through their 'Online Learning Journeys'. Age related expectation level are reported to parent at the end of the Reception year.

### **Whole School Art Approach**

In Art, the following approaches will be used, and be evident in pupils' sketchbooks and topic books, in order to ensure that the Art learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school.

Teaching Sequence:

- Study of an artist/artefact/era (which may include independent research);
- Critically evaluating the artists' work to inform own art work; opportunity to compare artwork against familiar artists.
- Experimenting and investigating with different techniques and media;
- Creating own artwork, applying new techniques, skills and media to own art work
- Critically evaluating their own (or peers) artwork.
- Opportunity for improving artwork if needed
- Reflection and recap of knowledge.
- Art lessons should continue to revisit learning and techniques developed from previous Year Groups, but also apply current learning to their artwork, to give it relevance and meaning, At Gawsorth we do this through teaching art as a cross curricular approach with our year group topics.

Teaching Approaches:

- Direct teacher instruction; modelling skills and techniques.
- Inquiry based learning through independent experimenting and outdoor learning.
- Pupil led learning, giving them opportunity to explore their own creativity.
- Being introduced to the key vocabulary that an artist would use; pupils 'talking like an artist'

- **colour** (hue, intensity, value, shade, tint),
- **form** (two-dimensional, three-dimensional, sculpture, perspective),
- **line** (lines, curves length, width, strokes, direction),
- **shape** (SHAPE NAMES),
- **space** (background, foreground, middle ground, distance, in between, around, within),
- **texture** (feel, look, smooth, bumpy, hard, soft, clear, rough)
- **value** (lightness, darkness, contrast, shades, tints)

### **Record Keeping**

The children evidence their artwork in their sketchbooks and topic books, these are shared with parents at home. We also regularly updated our school Twitter account and Class Dojo pages with whole class art projects as well as documenting art workshops during 'Creative Arts Week'.

### **Children with SEND**

The needs of children with Statemented Special Educational Needs, and those with a greater need for the development of fine motor control skills, will be met within the Art Policy, Schemes of Work and whole school aims. Whenever possible, suitable tools will be provided after consultation with the child's support staff and/or an Occupational Therapist. Activities and units planned to be undertaken must be matched to each individual's needs; this is the responsibility of each class teacher. However, if the class teacher needs advice, they know they can seek advice from the Arts Co-ordinator and SENCO.

### **Equal Opportunities**

All teaching and non-teaching staff at Gawsworth Primary School are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

All children engage in Art and Design activities exploring a wide variety of media, i.e: fabrics, construction materials and card etc.. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. We have worked hard to make sure that the children are shown both male and female artists throughout their time at Gawsworth.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Art and Design activities.

Art and Design, in common with all the Arts, can provide the opportunity for children to achieve and can therefore raise their self-esteem. Working in Art and Design can encourage

the development of a wide range of social skills through collaborative working and sharing of ideas. Through Art and Design they learn to express themselves non-verbally, those children who may find it hard to contribute in whole class environment, are given the opportunity to express themselves in a different way.