



# Mill Lane Primary School

## Art Policy

### Oct 2021

Updated: Judy Stanyard
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## Art and Design Policy

September 2021

### Rationale

Art and design is concerned with the way we respond to, understand, interpret and shape our world through our senses and emotions. Taking part in art and design allows us to investigate what we see; to make visual responses; to interpret; to discriminate and reach decisions. Art and design has its own language based upon the visual elements.

### Aims

- to develop and extend the pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world.
- to enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and the visual language of art.
- to develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages.

### Objectives

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment
- to develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience
- to foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions
- to develop the pupils' capability in developing and expressing ideas through art by visual investigation
- to encourage pupils to evaluate and review their work and that of others, both individually and in groups
- to provide pupils with an understanding of both aesthetics and practical techniques so that they can use this effectively in carrying out their creative ideas
- to encourage the pupils to respond to, and articulate opinions on, art, craft and design, and to provide them with the vocabulary needed to do so.

### Principles of Teaching and Learning

#### Differentiation and special needs

Study in art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Art should be as much about a process or journey as it is a finished product. A child's enjoyment of and engagement with an artistic activity should not be dependent on their ability; differentiation in many art and design activities will be by outcome. At the same time, children will always be encouraged and supported to make progress in this subject.

### **Breadth and balance**

We will ensure that in any key stage the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and digital media are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, craftspeople and designers from the locality, the past and present and a variety of cultures, (both western and non-western) will be an integral part of practical art and design activities.

### **Variety**

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, practical and critical skills needed to:

- express ideas and feelings
- record observations and engage in visual investigation
- design and make images and artefacts
- explore and experiment with a variety of media in both two and three dimensions.

### **Early Years Foundation Stage (EYFS)**

In the EYFS pupils will be taught a range of Art and Design skills. They will also be given independent and adult supported opportunities to engage in activities enabling them to consolidate skills and explore with a variety of media and materials.

In the EYFS attainment in Art and Design is tracked using the **EYFS statutory framework statements through the EYFS profile individual to each pupil**. The Early Learning Goals: Exploring and Using Media and Materials and Being Imaginative cover Art and Design. These are within the Expressive Arts and Design area of learning. Cross-curricular links involving Art and Design are exploited at every opportunity within the EYFS.

### **Art and design curriculum planning**

Art and Design is a foundation subject in the National Curriculum. At Mill Lane we use a creative approach towards our curriculum planning in art and design linking our class projects with the current topic, whilst ensuring progression of skills.

We plan activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into our lessons, so that there is an increasing challenge for the children as they move up through the school.

Progression can be achieved by:

- increasing the range of experience, materials and processes, building upon previous knowledge and understanding
- increasing the level of challenge and expectation of achievement
- continually developing the quality of performance and opportunities for pupils to select materials and techniques appropriately in order to realise their ideas and intentions

### **Sketchbooks**

In KS2 children will be encouraged to develop the habit of using their sketchbooks (or visual diary) for:

- recording, exploring and storing visual and other information e.g. notes and selected materials which can readily be retrieved and used as reference,
- working out ideas, plans and designs,
- reference – as they develop ideas for their work
- looking back at and reflecting on their work, reviewing and identifying their progress.
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding. Sketchbooks will move through the school as the children progress from one year to another, and across key stages. The sketchbooks will contain no mounted end-pieces.

### **Cross-curricular skills and links**

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all art and design activities. Many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects

Pupils will engage in learning through art, in art and about art. In planning cross-curricular links with art we will ensure that these are mutually enriching.

Art will make a strong contribution to the following cross-curricular themes and aspects:

- information and communication technology
- literacy and numeracy
- the expressive arts
- citizenship
- spiritual, moral, social and cultural development.

### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced art and design curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for art will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study. Pupils will be introduced to works of art from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### **Health and safety**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

Staff should be aware of the manufacturers advise on the products they use and other information as circulated.

### **Assessment, reporting and recording**

Opportunities for assessment will be identified when planning. At the end of each term each class teacher (Years 1-6) will record onto the school system the attainment of each pupil for art this term. This will record whether the children are working towards expected standard, working at expected standard or at greater depth in the Art topics covered that term. Pupils will also be encouraged to reflect upon their work as individuals, in class groups and through self assessment, as appropriate.

### **Management and administration**

The art and design subject leader is responsible for ensuring that schemes of work for art are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via work scrutiny and observations each half term.

### **Review**

The effectiveness of the teaching and learning in art and design will be regularly monitored by the Headteacher and the art and design subject leader. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the art and design curriculum in the school. Resources, teaching methods and development needs will be evaluated.