



**Federation of  
St Godric's and St Mary's  
RCVA Primary Schools**

# Art and Design Policy

June 2015

## **Respecting Rights**

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our respect for children's rights.

*“He who works with his hands is a labourer.*

*He who works with his hands and head is a craftsman.*

*He who works with his hands and head and heart is an artist.”*

**St. Francis of Assisi**

## **Purpose of study**

Art, craft and design 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art 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.

## **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 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 forms.

## **Subject Content**

### **Key Stage 1**

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.

### **Key Stage 2**

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.

Pupils should be taught:

- 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, and clay]
- About great artists, architects and designers in history.

## **Planning**

In Foundation Stage pupils work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage. Pupils have daily access to this area, as set out in the teacher's Continuous Provision Plan.

In Key Stage 1 and Key Stage 2 work is planned with regard to the National Curriculum guidelines in the medium term planning and teachers plan weekly lessons in line with these.

Long term plans ensure an appropriate balance and distribution of skill development across each key stage, so that within each key stage pupils have experienced art projects related to drawing, painting, textile and collage, printing and sculpture. The content and focus of these elements is different depending on the age and ability of the children to ensure progression. The Guidance for Progression in Art and Design for the National Curriculum 2014 is referred to by teachers for long and medium term plans. Teachers highlight this document when

they have given pupils experiences from each element to ensure complete provision.

Medium term plans give details of each unit of work, with learning objectives, starting points, techniques, materials and outcomes. Plans also detail how children will be provided with opportunities to reflect on their own work and to study and evaluate artists and art forms from a range of cultures.

Pupils will be given the opportunity to use art, craft and design alongside planned units for special purposes, for example within various themed weeks, to create greeting cards for special occasions, or to contribute work for an imaginative display in other subjects.

IT packages and applications should be used when appropriate.

## **Differentiation**

This is mainly by outcome. All children have access to art, including provision of special resources or equipment for those with SEND. More Able and Talented children are expected to explore ways of improving their art work in response to what they have learned, with increased rigour.

## **Assessment and Record Keeping**

Methods of assessment are currently under review until teachers have practiced implementing the new National Curriculum.

In Key Stage 1 and 2, sketch books are used by children to develop their ideas, skills and techniques. These will serve as a record of skills taught, materials used, and the art forms and artists studied with in each unit. Sketch books include final pieces or photographs of final pieces, and pupil and peer evaluation of work. These will be used to assess progress and will be used in transition with the child throughout the key stage.

## **Display**

All pupils have the opportunity to display their 2D and 3D work. This is done imaginatively in classrooms and communal areas. Display elevates the status of work and values the achievement of pupils. Responses and evaluations using the language of art and design are exhibited alongside art work, as are examples of the work of great artists, designers and architects.

## **The Role of the Art and Design Co-ordinator**

The Art and Design Coordinator monitors planning and sketch books and observes lessons across both key stages to ensure that pupils experience all elements of art and design and that there is a progression of skill development. The Art and Design Coordinator keeps a portfolio of work, from a sample of children of different abilities from across each key stage, this evidences the range

and progression of learning, skills and techniques. Stimulus ideas to enhance learning, such as pupil visits to galleries and exhibitions and from local artists and crafts people, are also photographically recorded in this portfolio.

This policy was written by the Art and Design co-ordinators following discussions with the teaching and support staff. This policy will be reviewed in June 2018.