

Rakegate Primary School



Art & Design Policy

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Intent, Implementation and Impact of Art at Rakegate

Intent

At Rakegate Primary School we place a great emphasis on the importance of Art and Design. We believe that it enables children to express themselves in a creative, imaginative way. Children will learn the skills of drawing, painting, printing, collage, 3D work and digital art and are given the opportunity to explore different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles used by famous artists. The skills they acquire can be applied to their cross curricular topics allowing children to use their art skills for sketching historical artefacts, researching geographical locations or to enhance their personal, social and emotional development. Pupils should be clear of the intended outcomes and can use this as a means to measure their work against this. In Art lessons, children are expected to be reflective and evaluate their work thinking about how they can make improvements. Rakegate's Art curriculum should inspire and develop children's knowledge and ensure their skills are progressive and transferable to life beyond Rakegate.

Implementation

In accordance with Rakegate's creative curriculum art is taught as part of half termly topics using the Cornerstones long term plan. This concentrates on knowledge and skills that are in line with the national curriculum. Our curriculum at Rakegate provides a progressive range of skills throughout school and gives opportunity for cross curricular links and whole school art projects. A focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, collage 3D work and digital art. At Rakegate children's artwork is displayed in classrooms and around school and it is celebrated in a whole school art gallery at the end of the year.

Impact

In key Stage 2 outcomes are recorded in sketch books, and work is displayed around school. In KS1 work is collated in art folders and displayed around school. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum including homework projects.

The Art curriculum at Rakegate contributes to children's personal development in creativity, independence, judgement and self-reflection.

1. Art and Design in Foundation Stage

In the early years, we encourage creative work as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the EYFS which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are encouraged to make independent choices and select materials appropriately.

Opportunities are provided to experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

1.1 Art and Design in Key Stage 1

The National Curriculum prescribes that at **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 their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

1.2 Art and Design in Key Stage 2

The National Curriculum prescribes that at **Key Stage 2** pupils should be taught:

- To develop their techniques, including their control and use of material, 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.
- About great artists, architects and designers in history.

1. Planning and Teaching

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design.

- The school uses a three level planning system: short, medium and long-term planning following the 'Cornerstones' projects.
- Planning is on SMART notebooks using different coloured slides to match the area of learning linked to Cornerstones E.g. Engage (orange slides).
- For D&T please see D&T policy.
- Art and Design planning should be *topic-led* and *skills based*, focussing on ensuring that there is a progression and children's skills are developed and secured throughout the year groups and key stages.
- Art projects are covered through half termly 'cornerstones' projects.
- In the foundation stage weekly art and design activities are planned; some initiated by children, some by staff.

2.1 EYFS

In the EYFS, pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

2.2 Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

2.3 Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

2. Learning environment

Activities are organised at the teacher's discretion following projects set out in the 'Cornerstones' Long term plan and according to the availability of materials.

Art activities may be carried out individually, as a small or large group, or as a whole class activity.

Teachers will make provision for varying learning styles to be utilised. Teachers will also plan for inclusion and ensuring tasks are accessible for all children.

Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Children should also have the opportunity to use a wide range of materials and resources, including ICT

3. Assessment and Recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

At Key Stage 2, Pupil use sketchbooks to present their work, which shows evidence of progression.

In key Stage 1 children use paper to present their work and this is stored in art folders.

Progression and achievement is tracked through the teacher's weekly plans against learning objectives and skills set out, which in turn will inform future planning.

Photographic evidence (stored on seesaw) and some work may be kept for the evidence, where necessary. A school display will showcase art skills across the school and will be changed every half term. Samples of work or photographs of the display will be kept in a folder for evidence.

4. The role of the subject leader/coordinator

- The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.
- They will monitor the quality of teaching and the standard of work produced.
- Where appropriate, evidence will be kept to show the quality of teaching and learning taking place throughout the year groups.
- The subject leader will offer support to colleagues and share their expertise and experience.
- They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

5. Resources

- Each classroom has basic art resources maintained by the individual teacher which are replenished on a yearly basis.
- Further learning resources and materials, to aid teaching are held in the Design Technology room.
- The art and design subject leader will order resources at the end of each term for specific planned units of work based on year group topics. Any extra resources identified by teachers can also be ordered at this time.

6. Health and safety

Certain health and safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons.

Children will be taught:

- how to hold tools and use equipment safely
- to understand the hazards and risks when using sharp tools and heated equipment
- to recognise hazards and consequent risks
- to control the risks to themselves and others

- to be aware of the risks of spillage and spills within their environment
- PVA glue and other substances should be correctly stored and labelled
- Children are supervised at all times during activities.
- Mod-roc (a plaster covered bandage) may be used to construct sculptures. The use of Mod-roc is always under strict adult supervision and skin is protected if needed by using a barrier cream such as Vaseline.

7. Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

Pupils with special educational needs and disabilities are supported where necessary during art lessons.

Teachers will provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting differentiated tasks of increasing challenge
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

8. Contribution of art in the wider curriculum

English

Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

Maths

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

Computing

I.T is used to support art and design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

PSHE

In art lessons children are taught to discuss how they feel about their own work and the work of others.

9. Policy review

This policy will be reviewed at the end of a two-year period in consultation with the Head teacher and teaching staff.

*S Green
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