

Bleak Hill Primary School



Art and Design Policy

September 2019

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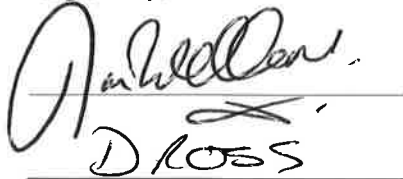
Statement of intent

Bleak Hill Primary School understands that Art and Design allows pupils to solve problems, think creatively and develop ideas. This subject offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

By teaching art and design, we aim to help pupils:

- Develop their design and making skills.
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and using protective measures.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Learn how to draw, paint, sculpture and create art.
- Evaluate their work and the work of their peers, as well as other artists.

Signed by:


DROSS

Headteacher

Date:

05/02/2020

Chair of governors

Date:

5/2/2020

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
- DfE 'Statutory framework for the early years foundation stage' 2017
 - DfE 'Art and design programmes of study: key stages 1 and 2' 2013

2. Early years foundation stage (EYFS)

- 2.1. All pupils in the EYFS are taught art and design as an integral part of the topic work covered during the academic year.
- 2.2. All art and design objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':
- Communication and language
 - Physical development
 - Personal, social and emotional development
- 2.3. There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:
- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- 2.4. The art and design curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.
- 2.5. In the EYFS, pupils will be taught to:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

3. KS1 – Art and design

- 3.1. By the end of KS1, pupils will be taught to:
- Use a range of materials creatively to design and make products.
 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
 - Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
 - Appreciate 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.

4. KS2 – Art and design

4.1. By the end of KS2, pupils will be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.
- Explain the style of their work and how it has been influenced by a famous artist.

5. Roles and responsibilities

5.1. The subject leader is responsible for:

- Preparing policy documents.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art and design to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art and design in subsequent years.

5.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art and design skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

5.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist art and design-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of TAs in order to meet pupils' needs.

6. Equal opportunities

- 6.1. We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- 6.2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the art and design curriculum is differentiated for these pupils.
- 6.3. The school aims to maximise the use and benefits of art and design as one of many resources to enable all pupils to achieve their full potential.

7. Cross-curricular links – Art and design

7.1. English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

7.2. Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

7.3. PSHE:

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.
- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

7.4. ICT:

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

8. Teaching and learning

- 8.1. The school uses a variety of teaching and learning styles in art and design lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 8.2. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.
- 8.3. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.
- 8.4. Principles for effective teaching include:
 - Setting tasks in the context of pupils' prior knowledge
 - Promoting active learning
 - Inspiring, exciting and motivating pupils to know more
- 8.5. Strategies for effective teaching include:
 - Ensuring the teaching methods used suit the purpose and needs of the pupils
 - Providing a meaningful context and clear purpose when assigning tasks
 - Ensuring tasks are built on skills and understanding
- 8.6. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:
 - Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Setting tasks of varying difficulty, depending on the ability group.
 - Utilising TAs to ensure that pupils are effectively supported.
- 8.7. As part of art and design, pupils are provided with a sketchbook which they are required to use class. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.
- 8.8. Pupils are encouraged to use their sketchbook as a place of practice, and to represent their thoughts and feelings through art and design.
- 8.9. The sketchbook is used for:
 - Practising certain skills and features, and gathering information to use on larger pieces of work in class.
 - Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
 - Recording details about drawings.
 - Including sketches and working drawings for ideas of things pupils want to make.

- Gathering information to give specific knowledge of how things are made or work.

8.10. The sketchbook can be used as a place to collect the following items:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps, etc.
- Samples of textures, fabrics and other materials
- Lists of resources pupils may use to produce a larger piece of work
- Colour strips from colour mixing
- Evaluations by pupils of their own work and the work of other artists
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9. Planning

9.1. Planning of the art and design curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse their work and that of others using the language of art, craft and design.
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

9.2. The school creates long-term, medium-term and short-term plans for the delivery of the art and curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied
- Short-term: includes the details of work studied during each lesson

9.3. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

9.4. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

9.5. In our school, art and design is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

9.6. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2', published in 2013.

- 9.7. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 9.8. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.9. Long-term planning will be used to outline the units to be taught within each year group.
- 9.10. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 9.11. Medium-term plans will identify learning objectives, main learning activities and differentiation.

