



BARDSEY PRIMARY SCHOOL

Art & Design Policy

Date ratified by Full GB:

Member of Staff with responsibility:

Reviewed and amended:

Review date:

Signed: *E. J. Ambrose*

Languages Subject Leader

June 2021

June 2023

Chair of Governors

Bardsey Primary School Art and Design Policy

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate

Introduction

We believe that Art and Design encompasses a wide range of skills such as drawing, painting, sculpting, pattern, colour, texture, tone, lines, shape, form and space.

Art at Bardsey Primary School means providing our pupils not only with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, to express themselves, to find success and to share their experiences, talents and abilities.

We believe in providing creative opportunities through cross-curricular work.

Aims for the Teaching of Art at Bardsey Primary School

The aim of this policy is to clearly communicate to staff, parents, governors, visitors and pupils how art is approached at the school. We believe Art Education is an entitlement for all pupils and plays an important part in each child's development.

Our aims in Art teaching are that all children will build upon their natural enjoyment in visual communication to:

- Appreciate creative art and see themselves as artists
- Find a sense of purpose, achievement and fulfilment in artistic expression
- Develop skills to use a range of materials and techniques competently
- Feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- Learn to study and record the visual world analytically
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Appreciate and evaluate the work of a range of artists from their own and other cultures

Teaching and Learning

The process by which Art is taught varies from teacher to teacher but includes the following:

- Teaching styles are varied in order to suit children's individual abilities and personalities. These are developed as individual work as well as collaborative work in groups or on a whole class basis.
- Observation/recording skills are continuously developed and expanded.
- Artwork includes investigation of visual and tactile qualities such as line, colour, tone, texture, space, pattern, contrasts and composition. (The teaching of specialist vocabulary is incorporated as much as possible while the work progresses and in direct discussion with the children).
- There is a balance between teacher-led formal lessons (demonstrations & structured skill-learning work) and more open-ended investigational and creative sessions.
- Practical skills in Art are taught in a clear progression.
- Regularly, and when appropriate, children are given the chance to choose for themselves the dimension, media, materials and content of their work (having been given previous experience to enable them to make these decisions).
- When Art is being used to illustrate topic work care is taken to use a variety of skills and media.
- Where possible Art takes place in different environments, using our wonderful school grounds or field trips in order to widen their experience.
- Children evaluate their own work and that of others, at the same time recognising possible modifications whether suggested by the teacher or by their own judgements.

Regular opportunities are given to all children to develop their I.T. skills using relevant graphics software and to access works of art from software and from the internet. Increasingly, there are opportunities for exploration of mixed digital media.

Objectives

In their own work children should be able to:

- Show development in their ability to create images
- Work with confidence in two and three dimensions and on a variety of sizes and scales
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them
- Select media and to decide how they are to be used in the work to be undertaken
- Understand and use the language of art, craft and design when relating to their work and the work of others
- Develop an increasing ability, analyse and record the world about them

- Understand and apply the basic principles of art, craft and design to include Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Develop their artwork and explore techniques in sketchbooks
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work
- Recognise the difference in approach taken by artists, crafts people and designers in their work
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced
- Relate their artwork to other curriculum areas
- Use art as a medium to give expression of their world.

EYFS

Children, at EYFS, are able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

They look at Artwork completed by a number of Artists and represent their own ideas, thoughts and feelings through Art and Design.

The National Curriculum programme of study 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.

Key Stage 1

Pupils are 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 are 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;
- to create sketch books to record their observations and use them to review, revisit and develop 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, clay];
- about great artists, architects and designers in history.

The Role of the Subject Leader

The role of the subject leader is to:

- Enthuse pupils and staff about Art and Design and to promote high achievement.
- Advise and support staff in the planning, delivery and assessment of Art and Design.
- Offer specialist advice and knowledge for special needs and more able pupils.
- Monitor and evaluate the standards of children's work and the quality of teaching in Art and Design throughout the school.
- Undertake lesson observations and carry out work scrutiny of Art and Design teaching across the school.
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing.
- Purchase, organise and maintain teaching resources and manage a delegated budget
 - Advise the Headteacher of any action required (e.g., resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement.
- Organise thematic 'Arts Weeks'
- offer ideas for display
- Develop links with advisory services and outside artists

Link Governor

A member of the Governing Body is nominated to become the Link Governor for Art and Design. It is their role to liaise with the Art and Design subject leader and to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and special needs provision; reference to the school development plan; assessment and recording procedures for the subject. In order to establish and maintain effective lines of communication between the Art and Design subject leader and the Governing Body, the Link Governor will then either report to the whole Governing Body or the Chair of the School Improvement Committee, as appropriate.

Role of Parents

Parents play an important role in the creative development of their children. Their involvement and encouragement can help a child excel. At Bardsey Primary parents are encouraged to take an active role in the education of their children. They can support their child by providing them with a range of Art resources and the opportunity and encouragement to complete a variety of Art and Design tasks. By taking their children on trips to Art Galleries, Sculpture Parks etc they will give their children a breadth of experiences which will impact on the children's Artwork and by supporting and encouraging their children in any Art and Design homework tasks sent home from school, this will further develop the children's ability in Art and Design.

Community Links:

Art at Bardsey Primary contributes to the community in a number of ways.

Children and their families are encouraged to attend Art Exhibitions which periodically take place at places such as The Village Hall, St Mary Magdalene (East Keswick) and so on.

Local Artists can be used as visitors to help and inspire the children's work.

All Hallows Church, Bardsey, runs regular Craft afternoons which many of our children attend.

Children have provided Artwork for a variety of campaigns taking place in the community, such as 'Earth Day' where the children designed and made globes to promote this important event.

Assessment and Recording

Class teachers will report annually to the parents on the progress made. Pupils will be encouraged to assess their own work through discussion with the teacher and peers.

Because of the personal nature of art, it is important that pupils feel confident to experiment and express themselves. Therefore, our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art is not marked but displays of work demonstrate achievement of success criteria. Sketch books are used by the children from Year 2 - 6 to experiment and develop their own ideas linked to the topic and are not marked.

In Foundation Stage Children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year. At the beginning of each academic year all children draw a self-portrait in their individual portfolios to assess the level of progression in drawing and their concept of line, space and shape. Class teachers will track the progress being made by each child in their class on a termly basis.

Resources

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Additional resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning about artists, designers and craftspeople are available in the classrooms, the library and on-line.

The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination.

When appropriate the school uses outside resources, such as gallery visits and visits to the school by artists and craftspeople to support pupil's learning in art.

Equal Opportunities

The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils an Art curriculum that is relevant and differentiated so that all our pupils may reach their full potential and grow in self-esteem.

Inclusion and Differentiation:

At Bardsey Primary, we teach Art and Design to all children, whatever their ability and individual needs. We believe that Art should reflect equal opportunity concerns about

inclusion in terms of gender, race and belief. We recognise that we need to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in the Art Curriculum. Children who are gifted and talented in Art and Design are challenged by differentiated activities and tasks which enable them to excel. Where children are to participate in activities outside the classroom, e.g., a visit to The Yorkshire Sculpture Park, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Monitoring and review:

Monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the Art Subject Leader and will be carried out every term, in the form of Work Scrutiny, Learning Walks and Pupil Voice

Links to other policies:

Literacy Policy

History Policy

Music Policy

Religious Education Policy

Teaching & Learning Policy

Homework Policy

Computing Policy

This policy will be reviewed in May 2023 by the Art and Design Subject Leader

H. Render

Art & Design Subject Leader

June 2021