

Willerby Carr Lane

Primary School



Art and Design Policy

POLICY MANAGEMENT

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Purpose

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

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of art and design 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.

Making Art and Design Relevant

At Willerby Carr Lane Primary School, Art should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum.

All children should be taught techniques and skills that follow a developmental plan across the school. This should take place across a range of media. They should be taught to use their Visual Journals to develop ideas, and then be given the opportunity to explore a wide range of activities based on the visual elements. Art should be about experiencing, experimenting, developing and discussing. Teachers should see an activity as being part of a developmental process. Teachers should encourage individuals to express their ideas, thoughts and feelings creatively. An emphasis should be placed upon the process of creativity as well as the end product. Opportunities sought to promote:

- Spiritual development
- Moral development
- Social development
- Cultural development

Through the process pupils take risks, are resourceful, innovative and enterprising. They are capable and confident with the range of materials and tools to be used.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of art and design knowledge, skills and understanding. We aim to make best use of our own facilities and those nearby. These include:

- A dedicated Art and Design block with a full range of tools, materials and resources
- Wildlife, nature and gardening areas which can provide inspiration for art work

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in a series of art and design 'knowledge organisers'. The knowledge organisers detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- Key art skills and techniques
- The associated key vocabulary children are expected to learn and understand
- Knowledge about famous artists and art movements
- Key design decisions

Our curriculum has been developed through extensive subject development working-group meetings involving discussion by members of the teaching staff from all year groups, from EYFS to Year 6. It is rooted in a solid consensus of the school's teaching staff. This in-depth process ensures that it is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

Our whole school plans out a clear progression of art skills, techniques and knowledge, with every year focussing on:

- Drawing
- Painting
- Sculpture/ Collage

Each year, there is a whole school art project. The focus of the project varies each year to maintain a creative, innovative and exciting whole school approach to art.

Curriculum Implementation

Pupils should have the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they 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.

- Pupils should be equipped with skills in drawing, painting, sculpture and other art, craft and design techniques.

- Pupils should produce creative work, explore their ideas and record their experiences - striving for excellence and innovation.
- Children should know how to experiment, take risks and be authentic in the work they produce.
- Children should demonstrate personal progression in the development of creative thinking and technical skills.
- Pupils should be able to discuss and evaluate the work of others (professional and nonprofessional artists), using the language of Art, Craft and Design, their own ideas and products in order to develop belonging and ownership and consider where they might move forward in future.

Lesson design is consistent across the school. Each unit

- should be taught in a manner which is immediately understandable to the pupils.
- When teaching drawing or painting teachers should ensure that the whole school 'progression of skills' is followed and children are reminded of skills, techniques and how to select and use tools appropriately.
- The progression from inspiration, to developing and evaluating ideas, to the production of a final piece of work and final evaluation, is followed across the school in every Art & Design project.
- On starting a project time should be spent looking at an artist's work in order to gain inspiration and extend learning.
- On starting work using a particular medium, time should be allowed for children to look at previous learning/ ideas from their Art Journals.
- Children should be given opportunities to express their own ideas creatively and to make their own choices within the parameters of the project.
- Explicit recognition that the process of being creative is equally about the developmental journey and not just the final product and for some children the final piece may not completely reflect the level of their journey.
- Pupils will learn about a variety of artists and arts styles from which inspiration will be drawn.
- Unit plans should always be taught with the following structure:
 - Study and reflection of the work of a chosen Artist or Arts Movement - either relating to media & techniques or subject matter.
 - Reflection time where children look at collections from their Art Journals that relate to the materials to be used in current project.
 - Teaching of the skills required to enable the children to be able to have success in their final piece of artwork (workshop approach).
 - High expectation in the development stage and critical questioning/ evaluation of plans, experiments and ideas.
 - Children do not move forward to the creation/making stage until they have acquired the skills required to complete the task and have a plan which they have evaluated which will be a resource when producing the final piece.
 - At various points throughout the process children are asked to share work, to reflect and evaluate.
 - Final piece is evaluated by the creator, their peers and teachers in a constructive manner.

Key themes which run through the units which need to be developed, step by step, and show progression year on year.

- Study and Evaluate the work of Artists and Art Movements in order to extend and inspire.
- Acquiring the techniques and skills required to develop and produce creative works.
- Creating personal and creative responses to the themes.

Art and Design in the Foundation Stage

Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials.

The early learning goals for expressive arts and design are:

- Exploring and using media and materials - children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings.

All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

Cross Curricular Opportunities

The content and positioning of art and design units is designed to develop a coherent and progressive art and design curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of art skills and techniques in line with the whole school scheme of progression. Art time is not misused, simply to produce drawings, paintings, sculptures for other subjects.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Role of the Subject Leader

The art and design subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in art and design and disseminating information to the rest of the teaching staff.