



**Newburgh**  
Primary School

# Art & Design Policy

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## Policy on Art and Design

### Intent

### Aims and objectives

Art has a significant and valuable role to play in the overall ethos of this school. Art is an ongoing process through which all children are given opportunities to develop theoretical, practical and disciplinary knowledge to enable them to work in variety of media, style and form. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. Children learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. The appreciation and enjoyment of the visual arts enrich all our lives.

Our objectives in the teaching of art and design are:

- to provide an art curriculum which will enable all children to reach their full potential in learning in art through investigating and making and through the development of their theoretical and practical knowledge of the subject;
- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- to develop the cross-curricular use of art and design in all subjects;
- to enable children to develop skills and techniques that they can apply to their own art pieces;
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- to be able to demonstrate disciplinary knowledge by discussing their own artwork and the artwork of others;
- to become divergent thinkers and be able to express their thinking making choices about concepts and materials independently including many types of art.

**Art needs to be taught as a subject in its own right. However, it can be used to enrich and extend the teaching of other subjects.**

Whilst art will at times be related to topic work or other cross-curricular links, teachers also plan specific activities to provide adequate development of the theoretical knowledge, practical skills and disciplinary knowledge associated with

the subject. Planned activities will take account of pupils' previous experience in art. Art practical skills are developed and built on as children move up through the school. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT).

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply knowledge at different rates. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. Both approaches need to be used to ensure that all children, including the least and most able, can be working to their full potential in all art lessons.

## **Implementation**

### **Art and design curriculum planning**

We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term.

Our long-term art plan maps out the theoretical knowledge, practical skills and disciplinary knowledge to be learnt in a sequential progressive ladder across six areas of art for each year group. The six areas of art are; drawing, painting, printing, textiles/3D, collage and ICT. Woven into this plan is a progressive ladder of art related vocabulary and includes the way in which children progress in their use of sketch books.

### **The Foundation Stage**

We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, 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 will begin developing their art skills by having opportunities to learn about a range of artists, develop their art vocabulary and engage in a wide range of practical activities.

## **Art and design and ICT**

ICT enhances our teaching of art and design. In all year groups children have the opportunity to learn about a digital artist. Children will use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using a range of technology including digital cameras or ipads. They record their observations, and they manipulate them through photo-editing or painting software. The children also use the Internet, to find out more about the lives and works of famous artists and designers. They can then use this information to develop their own ideas.

## **Assessment for learning**

We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the sequential ladders for their lessons in the six areas. We use these termly observations to create an overall level for the child in art at the end of the year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future. This also develops their disciplinary knowledge and helps them become divergent thinkers.

Sketchbooks are used throughout the school to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- a record of what has been seen;
- preparatory studies for further work;
- the development of ideas for further study;
- a record of the development of basic skills;
- photograph and other illustrative material to support on going work;
- colour schemes and trials;
- a record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit;
- details of something that will be drawn or painted in entirety;
- ICT prints and image manipulations.

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

### **Inclusion/ equal opportunities**

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. The art curriculum has been planned so children study artists from around the world, local artists, artists from different art movements, traditional or ancient art, modern art, contemporary, artists from different backgrounds, along with a variety of careers where art is used.

### **Resources**

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

### **Health and Safety**

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Art Leader as soon as possible.

### **Impact**

### **Monitoring and review**

Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the Art Leader and specialist staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.

Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Art leader monitors teaching and progress in Art by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- assessing work and progress;
- observing lessons.

The quality of teaching and learning in art and design is monitored and evaluated by the Headteacher and subject leader as part of the school's agreed cycle of lesson observations.