

# Larkrise Primary School



## Art and Design Policy

### *Achieve Excellence*

#### **Intent**

At Larkrise, we value Art and Design as a significant and valuable part of the children's entitlement to a broad and balanced curriculum. We believe that 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. Children develop an appreciation for art and an understanding that everyone views art differently and that they should be respectful of these views.

### **Aims**

- To understand and use art as a form of visual and tactile information;
- To enable pupils to become visually literate;
- To develop an understanding of the work of other artists, designers and crafts people and to develop links between their own work and that of others;
- To develop the ability to communicate ideas, opinions and feelings about their own work and that of others;
- To stimulate the imagination and sharpen senses;
- To develop the capacity for original thought and experimentation;
- To develop a greater awareness of the environment;
- To widen their experience of the world through study of the art of different cultures and historical periods;
- To develop self expression;
- To develop artistic, craft and design skills, awareness and understanding through the use of a variety of media and techniques;
- To develop an understanding of the artistic process- planning, process, procedures, product and evaluation.
- To develop the critical faculties which enable them to develop and improve their own work;
- To find enjoyment, satisfaction and relaxation in experiencing the artistic process in an appropriate context.

### **Subject Content**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant National Curriculum programme of study.

#### **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 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 should be 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 a sketch book 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.

At Larkrise Primary School there is a programme of study for Art in place from Year 1 to Year 6 that allows for cross-curricular planning across the school. Skills in the foundation stage are mainly planned and taught through the objectives within the EYFS.

### Implementation

Art is taught as a subject in its own right but it may be approached through blocked topic work. Some links are suggested below:

- Mathematics- Pattern, shape, symmetry, tessellation
- Science- Light, colour, observation from the environment through drawing, printing and rubbings
- Language- responding to poems, stories, writing decorated with appropriate signs, symbols or pictures.
- Drama and Music- masks, scenery, costumes, puppets
- Geography- links with charts, maps, drawing and paintings of buildings and models.
- History- discussing works of art, craft and design of the period drawing ○ Paintings of costumes and buildings, models.

### Differentiation and Progression

- Differentiation is by outcome, visual aids, choice of materials, task and support.
- Progression is ensured through the school's long term plan and monitoring of sketchbooks by class teachers and the co-ordinator. Termly discussion with the art co-ordinator will help ensure that suitable challenge, or support, is in place for pupils if required. Termly plans are available to the art co-ordinator and linked to year plans.

### Reporting

- Reporting children's progress in art is reported to parents through the pupil annual report and the parent teacher consultation meetings.

### Resources

- Resources are generally kept in the cupboards within the intervention area. Classes have their own small supplies of paper and sketching pencils.
- Staff should ensure that all the resources required are available prior to the start of a project and alert the co-ordinator should any resources run low. These can then be replenished ready for use.
- Most classrooms have their own sink.

### **Equality, Diversity and Inclusion**

- At Larkrise Primary School, care is taken to give each child the opportunity to learn about both the UK and global community, regardless of race, religion, language or gender. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of their range of life experiences when planning for their learning. The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, and Diversity Inclusion Policy.

### **Special Needs Provision / Gifted and Talented**

- As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented.

### **Parents (including homework)**

At Larkrise Primary School we actively encourage the involvement of families and the wider community to help support the teaching of art. Parents and carers are involved with supporting their children through topic based homework.

### **Role of the Subject Leader**

The coordinator's responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT.
- To monitor planning and oversee the teaching of art.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the art curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the art curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

### **Health and safety**

- Suitable protective clothing should be worn.
- Long hair should be tied back.
- Children should be taught to use sharp tools or equipment with care for themselves and consideration towards others.
- Although materials are non-toxic, hands should be washed after use.

- Pupils and teachers need to be aware of the permanency of some paints and dyes and supervise activities accordingly.
- **Clay**
- Care should be taken to wipe all surfaces with a damp cloth to avoid inhalation of clay dust. Any newspaper covering surfaces where clay is being used should be folded or rolled carefully to ensure that dust is not disturbed.
- Glazes and stains- these are normally stored outside in locked cupboards. A member of staff wearing a facemask to avoid inhalation of dust should do mixing of glazes and stains. Pupils must be supervised while using glazes and stains and hands must be washed after use.

## Display

At Larkrise, we believe:

- Display can be used a resource for learning to be discussed, to promote enquiry or to suggest follow-up activities;
- Display of artwork should, wherever possible, reflect the process by which it was produced. E.g. stimulus, notes, preliminary sketches or explorations of media, colour, tone etc. and finished product;
- Items should be mounted carefully in colours which do not detract from the work, and arranged without overlapping;
- Labels should be clear, neatly written or printed in a consistent style.
- Cutting round children's work should be avoided as distracting from child's composition;
- There should be a variety of 2D and 3D work in the overall display of the school;

## Assessment

### Monitoring

Informal ongoing assessments are made by the class teacher to include discussions of work with the child and supportive notes and ideas in the sketchbooks. Formative assessments guide the progress of individual pupils so teachers can identify the next steps in their learning. Where work is 3D e.g. sculpture, photographs can be taken and placed in the sketchbook as a record of the work done. 3D work should be planned in sketchbooks.

Each term teachers engage in two-way discussion with the art co-ordinator regarding the success of the project completed.

Any advice concerning the approach to teaching any of the aspects of art education mentioned within this policy are communicated to the art co-ordinator at the planning stage.

### Impact

Desired outcomes for children will include:

- providing them with different mediums through which to communicate
- increased knowledge of and appreciation for different artistic techniques and materials
- the ability to critically evaluate their own and others work

- understanding of the subjective interpretation of the ever-changing world around them by different individuals, as expressed by artists over time
- development of the ability to modify their work in light of its development through the artistic process, against their original intentions
- the creation of artwork for display, and an understanding of the importance of artistic display throughout history
- supporting the complete development of the child

**Expiration of policy:**

This policy will be reviewed and amended as required on a three yearly basis.