 \* PRIMARY SCHOOL \*

ELLWOOD COMMUNITY

**Ellwood Community Primary School**

**Art and Design Policy**

**Introduction**

***‘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.’***

 ***National Curriculum in England ‘Art and Design’ programme of study (DfE Published 2013)***

**Intent**

At Ellwood Community Primary School we believe that high-quality art lessons will inspire children to think innovatively and develop creative procedural understanding. Our art, craft and design curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth, for example sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space, for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful, be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection and a growing grasp of visual language. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

**Aims**

At Ellwood Community Primary School we aim to ensure that all children...

* Access a broad and balanced, enriching curriculum where they can show progression in the development of art and design skills
* Enjoy an active involvement in art, craft and design
* Produce creative work, exploring their ideas and recording their experiences
* Become proficient in drawing, painting, sculpture and other art, craft and design techniques
* Improve their ability to control materials, tools and techniques; improving their gross and fine motor skills
* Have opportunities to learn about great artists, craft makers and designers from different times and cultures
* Become visually literate and able to identify and apply the key elements of art; line, shape, form, tone, texture, pattern and colour
* Develop the ability to evaluate, analyse and make informed critical judgements about their work and the work of other artists, craft makers and designers using appropriate language

All pupils will be given equal access to the experience of art and design activities regardless of the gender, race or disability.

We acknowledge that ‘Art and Design’ will also contribute to children’s personal, social, emotional and spiritual development.

**Implementation**

**The EYFS**

In the EYFS the area of learning **‘Expressive Arts and Design’** consists of two aspects

* **Exploring and Using Media and Materials**
* **Being Imaginative**

The Early Learning Goal (ELG) for **Exploring Media and Materials** states that children who have reached this ELG will...

* safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

The Early Learning Goal (ELG) for **Being Imaginative** states that children who have reached this ELG will...

* 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 through design and technology, **art**, music, dance, role play and stories.

**The National Curriculum:**

The National Curriculum Art and Design programmes of study state that the following subject content should be taught. The document is available to download from

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf>

It states that...

**At 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**At 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.

Pupils should be taught:

* To create sketch books 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 (for example, pencil, charcoal, paint , clay)
* About great artists, architects and designers in history.

At Ellwood Community Primary School the Statutory Guidance for the Foundation Stage and The National Curriculum for Art and Design Programmes of Study underpin practice in Art and Design.

**Teaching and Learning Strategies**

Class Teachers are responsible for teaching and developing art and design skills within their cross curricular themed planning. At Ellwood Community Primary School we aim to;

* Use a variety of approaches that are matched to the activity and the ability of the children
* Give children the opportunity to examine artefacts, visit places of interest and learn from visiting artists and craft makers
* Clearly identify the difference between learning art skills and using art as a method of recording
* Address the needs of SEN / MAT children in the planning of the programme
* Develop clear links between art and design and ICT
* Ensure that issues of Health and Safety are addressed in the planning and delivery of the art curriculum
* Encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning
* Encourage children to work individually, in pairs, small groups and as whole class when required
* Ensure time is allowed for discussion of initial ideas, comparing and evaluating

**Use of Sketch books**

Sketchbooks are used in Year 1 through to Year 6 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.

In the sketchbooks children could experiment with using various marking media/drawings in a range of media. The sketchbook could include;

* A record of what has been seen
* Preparatory studies for further work
* The development of ideas for further study
* A record of the basic skills development
* Photographs 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 as 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.

**Health and Safety**

* Ellwood Community Primary School is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk.
* The teaching staff and art co-ordinator are responsible for the supervision of all activities e.g. cutting, printing, batik work and mixing of media. If appropriate, risk assessments should be completed before potentially hazardous activities are carried out.
* All art equipment should be checked by a member of staff before use and any faulty equipment is to be removed and reported to the Head Teacher.
* All art equipment that is stored in the art cupboards should be accessed by staff only. Members of staff are responsible for returning the equipment to the art cupboards after use. The cupboards are accessible to children only under adult supervision.

**Equal opportunities**

All children are provided with equal access to the Art and Design curriculum. We aim to provide suitable learning opportunities for all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.

**Marking and Presentation**

Teachers will follow the school’s marking policy when marking pupil’s work. Presentation of pupil’s work in Art and Design should be in line with school expectations.

**Assessment**

In the EYFS children are assessed throughout the year using the Early Years Outcomes/Development Matters age bands. At the end of the year they are assessed using the Foundation Stage Profile, as emerging, expected or exceeding in the Expressive Arts and Design Early Learning Goals. This information is reported to parents at the end of the Reception year.

In KS1 and KS2 pupils are assessed using the National Curriculum for Art and Design. Teachers assess the children’s progress in art and design by making informal judgements whilst observing them working. Assessments are recorded on Insight Tracking.

**Resources**

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment and stocks of paint, different papers, card etc. in the art resource cupboard.

**Art and Design Displays**

#### The most important element is the art work itself – the mount/ choice of colours etc. should not detract from the content.

#### The children should produce all artwork.

#### Work in a variety of appropriate media should be evident – colouring pencils and felt tips are not an appropriate medium for artwork on their own. They can, however be used in mixed media work or to illustrate work in another curriculum area.

#### The work on display in each class throughout the year should show examples of the six main areas of Art and Design – drawing, painting, sculpture, printing, textiles and mixed media work.

#### Classroom displays are the responsibility of class teachers, when asking parent helpers or teaching assistant staff to contribute to a display it is the responsibility of the class teacher to check the completed work before it is displayed.

**Role of the Co-ordinator**

* Produce the Art and Design Policy
* Produce the Art and Design development plan with realistic and developmental targets
* Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment
* To purchase and organise the appropriate art resources
* To attend relevant in-service courses and feedback to staff new information and ideas
* To monitor Teaching and Learning, including the use of sketchbooks

**Monitoring and Evaluation**

The Art and Design Coordinator, alongside the Senior Management Team, is responsible for monitoring curriculum implementation through sketch book scrutiny,planning sampling, lesson observations, monitoring of art and design displays, pupil conferencing, staff meetings and resource audits.

**Review**

The Art and Design Policy will be reflected in our practice.

The policy will be reviewed in March 2022.