Policy for Art and Design
January 2015

Document Purpose

This policy for Art and Design at Marsh Gibbon CE School is designed to reflect the primary Art and Design entitlement as defined in the National Curriculum 2014 for Art and Design. It will form the basis for the development of Art and Design in the school over the next 3 years and is a working document, subject to review every three years. This policy was developed by the Art and Design co-ordinator at the start of the autumn term 2014 and was adopted by staff and governors in January 2015.

The Significance of Art and Design

At Marsh Gibbon CE School we believe Art is essential to prepare pupils to participate in tomorrow’s rapidly changing world. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively. From September 2014, a New National Curriculum is in place. The staff at Marsh Gibbon CE School have reviewed and adapted the Art and Design curriculum in light of these changes.

The main changes to Art and Design include:
• There is now far more emphasis on IT in the Art & Design curriculum
• Textiles also play a major part
• Mastery of drawing, painting and sculpture
• Maintain sketchbooks and focus on artists from history

Our School’s Aims for Art and Design

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. Art and design stimulates creativity and promotes imagination. It provides a variety of sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about
the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Regardless of gender, ethnic origin or ability, we specifically aim 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.

The aims of art and design are:

• To enable children to record from first-hand experience and from imagination and to select their own ideas to use in their work;
• To develop creativity and imagination through a range of complex activities;
• 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 develop increasing confidence in the use of visual and tactile elements and materials; to foster an enjoyment and appreciation of the visual arts and a knowledge or artists, craftspeople and designers.

The Art and Design Curriculum at Marsh Gibbon School

In Early Years we encourage creative work, 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 Development Matters in the Early Years Foundation Stage (EYFS) document and the 17 Early Learning Goals, which underpin the curriculum planning for children aged birth to five. The children’s learning includes art, music, dance, role-play and imaginative play. This 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 are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults and children.
In 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.

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.

Resources

Children in our school have access to a good range of drawing and painting materials. A variety of pencils (HB, 2B-6B), coloured drawing tools (such as pastels, crayons, chalks) and a variety of paints (powder colour, ready mix, tempera blocks, Brusho, inks and watercolours) are available. We also provide a wide range of good quality paper in a broad spectrum of colours. In addition, the school has a variety of 3D materials (both soft and hard) and equipment for printmaking, pottery and textiles. Most classrooms have a basic ‘art stock’ but the majority of resources are centrally stored in the Resource Room. The children are taught not only how to use the resources and equipment but also how they are to be cared for and maintained.

Inclusion

We ensure that all children irrespective of their ability have access to the Art and Design curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child’s individual needs. To reflect the diversity of our society, we ensure that children have access to the work of artists, artefacts and resources from a range of gender, ethnic backgrounds and cultures.
**Assessment**

Teachers assess children’s work in Art and Design by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children’s work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers then use the levels that they record to plan the future work for each child and to make an annual assessment of progress for each child, as part of the annual report to parents.

**Health and Safety**

In all lessons:
- The children are reminded about safe practice to encourage a responsible attitude towards their own and others’ safety and well-being.
- The pupils are taught how to use equipment and tools safely.

**Staff Responsibilities and Development**

Each class teacher takes responsibility for planning the Art and Design curriculum for their class. Assessment is carried out by the staff member who has delivered the unit. Staff should indicate if they need help, so the appropriate support can be given by the subject leader or training can be arranged. All staff who attend the CPD courses provide feedback to the staff team at staff meetings and disseminate the information. The Art and Design subject leader checks each class’ assessment to ensure there is progress and continuity. They also look at each class’ coverage from lesson plans to ensure that each class is meeting the policy and curriculum requirements.

**Monitoring and Review**

The subject leader is responsible for the monitoring of the standards of children’s work and the quality of the teaching in art and design. They do this by:

- Providing support for colleagues in the teaching of art and design.
- Renewing, updating and complementing the resources needed to deliver the art and design curriculum.
- Monitoring whole school planning, to ensure progression and continuity.
- Keeping staff informed of developments or changes in the art and design curriculum.
- Providing a strategic lead and direction for the subject across the whole school.