



Chase Side Primary School

Art and Design Policy

Reviewed and Adopted by the Governors of Chase Side Primary School on Wednesday 5th June 2024

Next review: June 2026

As for all policies we adopt within our school, all aspects of the Art and Design Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

Introduction

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think using 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. All aspects of the Health and Safety Policy are adhered to in the teaching of Art and Design. Art, like all teaching in our school, is taught in line with Equal Opportunities.

Aims

These aims are intended for all the children in the school. How they are implemented will be dependent upon the age and ability of the child.

- To enable our children in being engaged, inspired and challenged in Art and Design.
- To help children gain the knowledge and skills to experiment, invent and create, increasing their confidence in the use of visual and tactile elements, materials, tools and techniques.
- To teach children how to design, make and evaluate their work.
- To develop children's understanding of colour, drawing, form, texture, pattern, collage and their ability to use materials and processes to communicate ideas, feelings and meanings.
- To foster an enjoyment and appreciation of the visual arts. In Art and Design, we intend to demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.
- To create opportunities to share and discuss ideas about their work and the work of others.
- To allow children to take part in community art projects and opportunities.
- To explore Modern and Contemporary art from a diverse range of artists.
- To explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- Staff are to consider cross curricular teaching of art. So not only 'skills' but also how we can use art in other areas of learning - Computing, D&T, History, Geography, English etc.
- To train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

The Early Year Foundation Stage (EYFS).

We encourage creative work in our Nursery and Reception classes as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in "Development Matters", which underpin the curriculum planning for children aged three to five. Within the area, Expressive Arts and Design, the children's learning includes art, music, dance, role-play and imaginative play through two

strands: Exploring and using Media and Materials and Being Imaginative. This range of experiences 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 experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. We promote an open-ended, child-led approach which can help build skills and enjoyment in children so that by the time they enter primary education they have a mindset which will help them become confident, creative learners ready for a more thorough exploration of drawing, making, sketchbooks, painting, printmaking, photography, design and craft.

National Curriculum for Art and Design Key Stage 1

KS1 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.
- To know 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.

National Curriculum for Art and Design Key Stage 2

KS2 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).
- To know about great artists, architects and designers in history.

Our Success Criteria

We expect 80% of our children to achieve at or above the national standards for art as measured by end of Key Stage descriptions for the National curriculum, and in the Early Learning Goals for EAD at the end of the EYFS.

Strategies / Teaching of Art;

Art at Chase Side Art may be taught in a cross curricular way. However, teachers are to ensure that art is also taught (skills and techniques) as topics following the National Curriculum Policy, adapting the plans as appropriate. Where art is taught as Cross Curriculum eg. History; teachers are to ensure they show this in their plans for the curriculum areas involved.

We seek to involve a wide range of strategies to meet the individual needs of our pupils in studying art by providing:

- The history and movement of the artist studied.
- The introduction of key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity and make discoveries for themselves.
- The teaching of basic skills, which are then built upon, including drawing, printmaking, sketchbooks, painting and making. Teachers are encouraged to plan for progression in Art using Chris Quigley's Creative curriculum and progression of skills.
- A safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.
- Opportunities to work together as a team, as well as valuing their ability to work alone
- Opportunities to work with local artists and have artwork displayed in local areas.
- A rich range of visual and physical experiences including visits to galleries and museums.

Teaching Art and Design to children with Special Needs.

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in art and design takes into account the targets set for individual children in their Educational Health Care plans (EHCP).

Equal Opportunities

Teachers should ensure that pupils are presented with the work of artists and designers of both sexes as well as work from a variety of ethnic backgrounds. Children should have the opportunity to have their work on display. The displays should be suitable for the pupil's age.

Resources

The classroom resources will be replenished from the stockroom (Dungeon) which in addition will house more specialised art resources, artist reference books, artefacts, textbooks, art postcards and posters.

Each class has a red Art folder which should go up with the class through school. The Art folder contains hard copies of the Chris Quigley progression of skills, suggested artist map indicated areas of study, EYFS Expressive Arts and Design statements, National curriculum expectations for Art and Design and other useful materials. The Common draw task assessment sheets and common draw task samples.

Teachers are also encouraged to add photos of children's artwork, their work and Art displays- these should also be found on the schools Office 365 Art folder.

Each computer in the Computing/ICT Suite has a range of graphic software which can be used alongside the teaching of art, in addition to the on-line tools available.

Art and Design timetabling

National Curriculum recommendations with regards to time allocations suggestions are as follows: Year 1 and 2: 36 hours each year. Years 3, 4, 5 and 6: 45 hours each year

This equates to a minimum of 1 hour a week or the equivalent. But Art and Design will be balanced with the need to teach Design and Technology and is paired with this subject on our timetables. In the half term where design and Technology is the focus- Art and Design may be incorporated within other subjects such as History or English. In Early Years “Expressive Arts and Design” is taught through the children chosen interests, class themes and via everyday opportunities that arise “in the moment”. Teaching in the EYFS is flexible and areas of development naturally overlap and interlink. By careful observation and tracking, EYFS staff can ensure all children have access to the full range of EAD learning opportunities.

Role of the Co-ordinator

- Produce the Art Policy and support the Key Stage plans, so that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in-service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

Role of the class teacher

The class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way so as to enhance the learning environment and display the varied range of artwork. These displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

Assessment, Record Keeping and Reporting

Every child at Chase Side will be assessed to ensure continuity, progression and achievement in art. Formative assessment will be ongoing during lesson time with children being involved in the evaluation of their work and considering next steps.

A portfolio of the unaided Common Drawing Task showing progress throughout the School (Reception – year 6) will be kept for each child.

A summative assessment of each child’s progress in art over the year will be provided in their end of year report. An art exhibition will also be held during the summer term to showcase pupils’ work.

Children’s achievement in art will be matched against the National Curriculum end of Key Stage descriptions, and in the EYFS the Early Learning Goals for Art and Design.

We ask the children about what they have learnt as part of a “children’s voice survey” as an additional way of measuring success of art teaching and to find out their opinions.