



Art and Design Policy

DEFINITION

"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 2014

AIMS

EYFS

The Early Year's Expressive Arts and Design guidance aims to ensure that all pupils:

- explore and play with a wide range of media and materials
- share their thoughts, ideas and feelings through a variety of activities including Art

KS1

The National Curriculum for Art and Design aims 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

TEACHING OBJECTIVES

EYFS

Pupils should have the opportunity to:

- explore and use media and materials (ELG16)
- safely explore a variety of materials, tools and techniques; experimenting with colour, design, texture, form and function (ELG16)
- use what is learnt in original ways, thinking about uses and purposes (ELG17)
- represent own ideas, thoughts and feelings through Art (ELG17)

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

PLANNING

EYFS

Skills, techniques and processes should be taught discretely as and where appropriate, to prepare children in developing these in Key Stage 1. These should include – sketching, painting, printing and sculpture. There are many opportunities for linking a particular skill with a theme and/or text, and this should be utilised to enable children to meet the Early Learning Goals. A scheme of work and long term overview including artist links is in place to provide teachers with an overview from which they are able to plan in both the medium and short term.

KS1

Art lessons should be planned with the skills, techniques and processes in mind, of which three should be taught over the duration of the academic year, per year group in Key Stage 1. This provides children with the opportunity to access several different applications of Art throughout Key Stage 1. A scheme of work and long term overview including artist links is in place to provide teachers with an overview from which they are able to plan in both the medium and short term. This will also provide teachers with ample time to place any orders of specific materials and/or resources required through the Art subject leader.

The particular skills to be taught will be taken from the National Curriculum, and the curriculum overview provided by the subject lead will ensure clear progression over time.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils in the class floor books, as well as levels of achievement of the work in the form of measurable success criteria. Photographs are also a useful tool to keep as a reminder of pupil achievements.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying a sample of pupil's progress in each aspect of the curriculum, determining what those pupils have learned and therefore what the next step in their learning should be. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities at the end of a unit of work. As far as the recording of assessment, the Art assessment tool developed by the subject leader should be used on a sample group of pupil's representative of the whole class as of working below, working at and working above age related expectations.

Updated September 2019 (Art and Design Subject Coordinator)

Reviewed April 2021 (No changes)