



Dallimore Primary & Nursery School

Art and Design Policy

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This policy is a statement of the aims, principles and strategies for the teaching of Art and Design at Dallimore Primary and Nursery School.

Introduction

“Art and Design is not just a subject to learn, but an activity that you can practice: with your hands, your eyes, and your whole personality.” [Quentin Blake, Children’s Laureate]

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

Our aims are:

- to offer opportunities to experience enjoyment, self-confidence and satisfaction through art activities;
- to develop visual awareness;
- to provide opportunities to use art to record feelings and express creative imagination;
- to give opportunities to explore and understand the visual elements of colour, texture, line, tone, pattern and shape;
- to develop mastery of a range of tools, media and processes;
- to help children to acquire artistic skills and techniques;
- to provide opportunities to explore ideas and meanings in the work of artists, craftspeople and designers;
- to give opportunities to learn about art, craft and design in their own lives and in different times and cultures;
- to develop visual vocabulary
- to develop their capacity to evaluate their own and others art work;
- to demonstrate that design has an effect on our daily lives

Planning

We follow the 2014 National Curriculum. Objectives and topics are arranged by the school into a two-year rolling programme ensuring breadth and coverage. Art will frequently link with that half terms' topic and should be used as a means to support and record knowledge and understanding.

Long, medium and short-term planning is carried out collaboratively between year group staff to ensure continuity. The progression of skills document is used to plan effectively, ensuring all aspects of the art curriculum are taught, building on prior knowledge and developing skills further.

How is Art taught at Dallimore Primary and Nursery School

Art is taught in a variety of ways, depending on the year group and topic. Links are made with other areas of the curriculum where possible.

Our teaching includes opportunities for:

- first hand experiences
- investigation work
- class work, group work and individual work
- recording and observation through sketching, painting, printing, collage, textiles and 3D work
- consolidation and practice of skills and techniques
- experiencing and evaluating work of artists and crafts people
- sharing and discussing ideas about their work and work of peers
- using ICT and outside visits

In order to further enhance the children's experience and exposure to art, year groups have focal artists that are used as inspiration and to explore technique.

Achievements in art are displayed in school, both in classrooms and in other areas such as the hall and corridors.

In EYFS the children's early learning goal is:

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

In Key Stage 1 the focus is on:

- Using a range of materials creatively to design and make products
- Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learning 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.

In Key Stage 2:

Techniques are developed, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

In addition pupils should be taught:

- To create sketch books to record 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, crafts people and designers in history.

Sketchbooks are used in Art (as directed by the National Curriculum 2014). These demonstrate progress across the school in addition to a range of techniques and approaches. The sketchbooks allow children to be reflective learners and develop their own and each other's practise. New sketchbooks are provided at the beginning of each school year from year 1 to 6 and are used to record work produced in art sessions. Where possible, all work produced should be recorded within sketchbooks, such as preliminary sketches, gathering of ideas and artist studies. Where this is not possible, photographs should be added as a way of recording the work.

Pupil Assessment

The assessment of pupil work and progress is on-going by the class teacher; this includes observation of pupils working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for pupil's records, parent discussions and annual reports. Each key stage updates their progression of skills document half-termly, to show which content has been covered. Data is uploaded onto iTrack at the end of each term to track each child's progress. These assessments provide information for the child's next teacher and reports to parents.

Resources

Each classroom has access to an area conducive to work in Art and Design, with a sink and running water. Each class has their own basic tools and materials and in addition to this, there is a central store of resources located with 'The Den' (Key Stage 2 area). Paint is kept in there together with a wide range of art equipment (if the materials needed are not in stock they will be bought). Art resources are replenished ready for the start of each new school year and Christmas as required. There is a range of paper types stored in both the Key Stage 1 and Key Stage 2 corridors. EYFS are responsible for their own art resource budget and have their own storage area for these resources.

ICT

Computers are available in school, which have appropriate software and access to the internet, to support the teaching of art. A scanner, digital cameras, drawing tablets (with stylus), iPads and laptops are also available to use.

Equal Opportunities

All children in the school will have access to the art curriculum irrespective of race, religion or special educational needs. We aim to provide equal access to art and design for those children with Special Educational Needs and those who are very able, through small group work and support from classroom assistants where available.

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