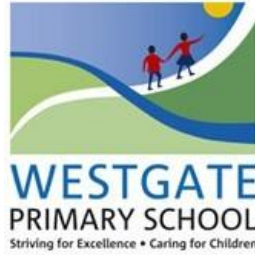


Westgate Primary School Art & Design Policy



Rationale

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 rigorous understanding of art and design.

Children are to be taught about great artists, architects and designers in history and different kinds of art, craft and design. Long and medium term plans should ensure that children also have access to contemporary (20th and 21st century) artists as well as more traditional ones.

Pupils produce creative work, exploring their ideas and recording their experiences. They become proficient in *drawing, painting, sculpture and other art, craft and design techniques*. They evaluate and analyse creative works using the language of art, craft and design. They learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Where does Art fit into the Westgate curriculum?

Art is a creative and hands-on subject. It can be divided into 3 areas:

Skills, which include drawing, painting, sculpting and exploring other art, craft and design techniques.

Learning about artists, their work, context and influence, which includes opportunities for links to other subject areas. These should be authentic connections rather than artificial topic work.

The third area is **exposure to art**. Children should have opportunities to visit galleries or have access to high quality images from museums and galleries. Art skills can be taught in stand-alone lessons and linked to topics. Art should be used as a starting point for creative writing.

Aims

The core 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

Planning

Art is taught on a two year rolling programme in year group pairs. Long term Plans give a focus to an artist or art style with at least one art focus per term. Medium and short term planning should be carried out by the class teacher.

We follow Curriculum 2014 for Art :-

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, 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.

There is a heavier emphasis on using sketchbooks. Children are to be taught to create sketchbooks in which ideas are collected, developed, researched, and reviewed. It should have elements of a portfolio, scrapbook, journal and notebook as well as a book in which observational drawings are made.

Resources

We have a range of practical and other resources to support planning, teaching and learning of Art stored on the main art shelves in the KS2 building or shared area and storage cupboard in the KS1 building. Some everyday resources including pens and pencils are stored in individual classrooms.

Cross-curricular

Art is taught both discretely as well as in a cross curricular manner when links can be made to Class topics. It is the responsibility of the teacher to decide if they feel meaningful and relevant links can be made.

Assessment

In Art and Design, assessment evidence is based on teacher observations and reviews of completed work.

Role of the Subject Leader

The role of the Art subject leader is to:

- lead the teaching of Art within the school, through the implementation of a yearly action plan, informed by their monitoring and evaluation of the teaching of Art through school
- to monitor the implementation of the policy and scheme of work and make changes where necessary.
- ensure continuity and progression of the teaching and learning of Art across the key stages and the school
- order and maintain resources, managing a budget where allocated
- make staff aware of changes/ thinking in Art.
- support staff who are less confident with Art.
- provide staff training and development where necessary
- provide an example of good Art practice.
- liaise/ collaborate with Art subject leaders in the Family of Schools as appropriate, in order to share learning and examples of good practice
- support staff in the further development of assessment of Art.

- to keep a portfolio for Art that will include photographs of pupils' work, examples of planning and examples of pupils work

SEN, Inclusion & Equal Opportunities

In line with our school mission statement, teachers ensure that all children, whatever their ability or background, have access to the range of Art activities and use opportunities within Art to challenge stereotypes. Children are encouraged and supported to develop their Art capability using a range of materials. Teachers differentiate activities within Art to ensure that the specific needs of individual children are best met.

Healthy and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

Monitoring and review

Monitoring is carried out by the subject leader for Art & Design and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Scrutiny of medium term planning
- Observation of Art & Design displays
- Looking at children's finished artwork
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

This policy was agreed in May 2020, and is subject to review every three years.

Signed: (On behalf of the governing body)

Signed: (Head teacher)

Date: