

WINGATE PRIMARY SCHOOL

**ART AND DESIGN
POLICY**

April 2019

Wingate Primary School Art and Design policy

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

Purpose of study

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).

"Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, your whole personality." (Quentin Blake)

Aims

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.

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

In Key Stage 1 and 2 work is planned with regard to the National Curriculum guidelines in the medium term planning. Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression. Teachers also use a wide range of picture resources in the form of posters and internet websites.

Teachers plan weekly lessons in line with the medium term planning and incorporate other resources to give the children a wide range of experiences. This is recorded in the class teachers weekly planning.

In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

Progression

The scheme of work for Key Stage 1 and 2 is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school.

Their appreciation and evaluation of the work of other artists will also be encouraged as their experience grows.

In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development.

Progression in drawing skills will also be evidenced in each child's Portfolio book where a seated figure will be drawn at the beginning of each school year starting in Reception.

Differentiation

This will be mainly by outcome. Where differentiation is by task it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator), and MATCO (More Able and Talented Co-ordinator) to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

Assessment and Record Keeping

Class teachers will report annually to the parents on the progress made.

Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art it is important that pupils feel confident to experiment and express themselves. Therefore our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art is not marked but displays of work demonstrate achievement of success criteria.

Sketch books are used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic and are not marked. Work is reviewed once a year and the Co-ordinator will compile photographic portfolios of children's work.

In Foundation Stage children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year. At the beginning of each academic year all children draw a seated figure in their individual portfolios to assess the level of progression in drawing and their concept of line, space and shape. Class teachers will track the progress being made by each child in their class on a termly basis.

Display

We ensure that all children have the opportunity to display their work within the classroom or school. Class teachers display both the work of their children and that of other artists appropriately and imaginatively in their own rooms and communal areas.

Work in progress boards are encouraged in each area and a selection of high quality 2D and 3D work from each class is chosen to display around the school.

Interactive displays inviting a response from the viewer are encouraged. Staff using work in displays should not edit the response of the children to space on the material on which they were working.

The Role of the Art and Design Co-ordinator

The co-ordinator will:

- Keep up medium term planning which identifies the Art and Design areas and artists elements which each child should cover year by year, to include suggested tasks
- Collate class assessments across the school and inform staff of previous achievements of children in their class to ensure progression
- Compile a photographic portfolio of children's work
- Monitor resources in the school in terms of consumable materials, reference books etc.
- Liaise and arrange visits from local artists and suggestions for visits to galleries and exhibitions
- Keep a photographic record of 2D and 3D art activities throughout each academic year in a portfolio which can be used in a virtual art gallery on the school website
- Organise an after-school Art Club each term open to all children

At Wingate Primary School we aim to strike a balance between theory and practise, enabling pupils to experience a variety of art in different genres and styles from different cultures, Western and non Western in line with the National Curriculum.

We believe that:

'Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.' (Bridget Riley)

This policy was written by the Art and Design Co-ordinator following discussions with the staff and Governors of Wingate Primary School.

Policy reviewed April 2019

It will be reviewed again in April 2020