

**WINGATE PRIMARY SCHOOL**

**ART AND DESIGN  
POLICY**

**May 2022**

## 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.

### **Our Whole School Intent Statement**

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school, it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day. Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community, we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

- Ambition and aspiration
- Resilience and courage
- Autonomy and independence
- Perseverance and solution finding

### **Intent Statement**

At Wingate Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. 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.

### **Implementation**

Our Art and Design curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that '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.' Our Art and Design curriculum has been structured in a cross-curricular way to effectively facilitate this and to provide maximum inspiration to our artists and designers. Art projects may be linked to a class topic to enhance the pupils' understanding of the key historical or geographical concepts covered. Where appropriate, Art and Design projects may also be linked to a community or cultural issue to engage our artists in the world around.

At Wingate Primary School, each of our artists/designers has their own sketch book, in which they can record ideas, practise new techniques and to further refine their skills. These sketchbooks give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related art work, enabling pupils to show perseverance and dedication to complete any project to the best of their ability. Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of Art concepts and skills. School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills

### **Impact**

Artwork produced is of high quality and children take pride in what they produce. The content of art lessons is meaningful to pupils and enriches work in other areas across the curriculum.

Pupils' sketch books demonstrate that control and technique with media such as pencil, pastel and paint improve over time. They provide a journal to record observations and are used to review and revisit ideas. Sketch books contain experimentation of skills, photographs and reflections, showing ideas and development rather than final pieces which are displayed throughout school. Editing and improving are an essential part of the learning process and mistakes are used to plan for the next step.

### **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 objectives 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. Whole class work is also recorded in floor books, and each year group has one of these. Work is reviewed termly 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 artist's 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 (Coronavirus dependent)
- 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 (Coronavirus dependent)

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 May 2022

It will be reviewed again in May 2023