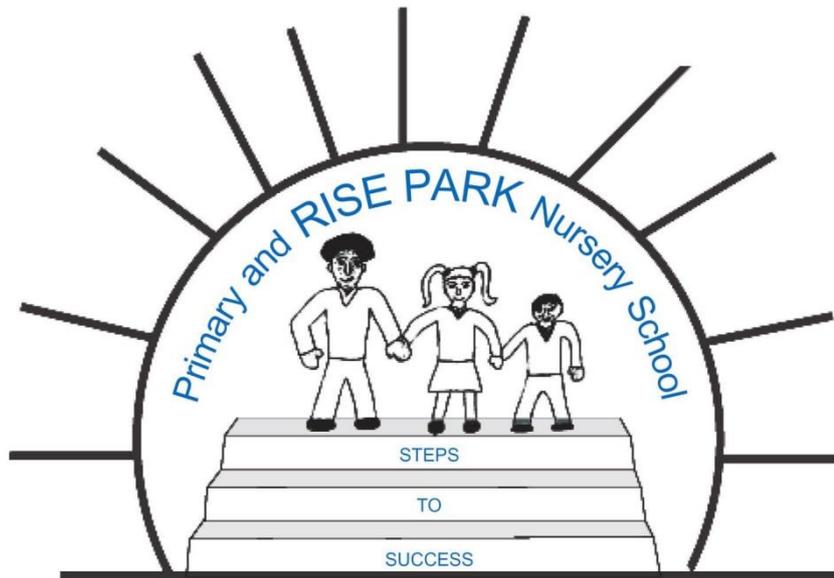


RISE PARK PRIMARY AND NURSERY SCHOOL



Art and Design Policy

October 2020

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	June 2020
Date of review	June 2022

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Intent

At Rise Park 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 to express their individual interests, thoughts and ideas. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.

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 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.

Aims

The core curriculum for art and design aims to ensure that all pupils:

- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Evaluate and analyse creative works using the language of art, craft and design.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Produce creative work, exploring their ideas and recording their experiences.
- Have the opportunity to visit and respond to art work in and outside of school.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques that have strong links to other areas of the wider curriculum
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Recognise and celebrate achievement and success within school through the displaying and the sharing of work.

- Create a positive and purposeful partnership with parents/carers and develop links with the local community for example taking part in local competitions and exhibitions
- Will be given equal access to the experience of the art regardless of the gender, race or disability.

Implementation

Teaching and organisation

In Key Stage 1 and 2 work is planned with regard to the National Curriculum guidelines;

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

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

Teachers use these guidelines as well as the art skills progression ladder to plan their work (see appendix 1).

This skills ladder details which area of art to cover in each year group and teachers use this when planning their lessons to ensure appropriate coverage and clear progression of skills.

The skills of drawing and the use of sketch books will be covered in every year group in KS1 and KS2 and pitched at the level detailed on the skills ladder.

The progression skills ladder is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. They will build upon previous skills and develop a deeper understanding of art and design skills and techniques. Their appreciation and evaluation of the work of other artists and each other's work will also be encouraged as their experience grows.

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

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

Differentiation will mainly be 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 and class teachers, to ensure that all children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

The Art curriculum is taught through a range of teaching and learning styles to enable all pupils to become engaged and inspired artists.

Pupils will:

- Have access to the work of different artists.
- Be taught skills in different art areas with a wide variety of different mediums.
- Develop and practice new skills and modify and extend these.
- Have the opportunity to peer assess each other's work.
- Be provided with opportunities to work independently or collaboratively on projects.
- Be able to choose how to demonstrate their knowledge and skills through a project either independently or within a small group.
- Have the opportunity to go on visits to art galleries and museums where they can be enriched by art work.
- Have an opportunity to work with an artist who visit the school to inspire, teach skills and show the aspects of what the job of an artist is.
- 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 are taught within the whole class, regardless of ability or SEND. Teachers use the skills ladders to plan appropriate activities for children on alternative curriculums and by matching the challenge of the task to the ability of the child.

Use of Project books (Sketch books)

- Project books for Art and DT are used from Y1 through to year 6. They regularly record, collect and explore ideas and images and other information relevant to current and ongoing work in Art.
- The project book is an essential and personal record and should show a clear learning journey of experimentation and reflection.
- Teachers will be required to teach children when it is appropriate to use the project book and for what purposes.
- Teachers will review the contents of the project book frequently to ensure its purpose is being met and discuss with pupils its correct use where appropriate. There is no expectation for it to be marked.

The contents of the sketchbook should include:

- Exploration of new media and effects.
- Experimentation of new skills and evaluations
- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used as reference material for further work, for example on a school visit
- Details of something that will be drawn or painted
- ICT prints and image manipulations
- Evaluations and reflections on their work shown by written comments (KS2) or symbols (KS1)

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Assessment and feedback

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 in KS1 and KS2 is shown in their project books where they experiment and develop their own ideas linked to a topic. Teachers give verbal and written feedback where appropriate and displays of work demonstrate achievement of the success criteria.

Monitoring, evaluation and reporting

Teachers will fill out an art assessment sheet at the start of the academic year in September as well as at the end of the year, in July (see appendix 2). These sheets will highlight which children are working below age related goals and which are working above. This way the art coordinator will be able to monitor which children have made rapid progress throughout school as well as which children may have fallen behind.

Monitoring is the responsibility of the art lead. Monitoring of art also includes; learning walks, book looks, planning scrutiny, pupil voice and staff voice.

In Foundation Stage Children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year within termly teacher assessment/reviews.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings.

Intended Impact

- Pupils will be engaged and inspired by art and design and will have been given every opportunity to develop their skills and talents.
- Pupils will have experienced and embraced a creative curriculum which will be broad and balanced.
- Teachers will be upskilled, have more confidence and feel supported to deliver lessons with a strong emphasis on ensuring there is a clear skills progression through use of the skills ladders.
- Pupils will be inspired by the works of other artists through visits into school or to galleries and exhibitions.
- Pupils will use their project books to show a journey of their learning. They will take ownership of their work and be creative and more imaginative with their ideas. They will have the confidence to experiment with the skills they have been taught to shape and form their work of art.
- Pupils will become proficient in drawing, painting, sculpture and other art, craft and design techniques.

This policy will be reviewed by the staff and Governors : October 2022