



# Art and Design Policy

## 2021-22

*At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.*

**School vision: *If children are happy they will achieve***

“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**

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, collage, printing and other art, craft and design techniques
- evaluate and analyse creative work 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

### **Teaching and learning**

In the EYFS art and design contributes to a child’s development in the area of expressive arts and design. Children’s creativity is extended by provision of support for their curiosity, exploration and play using a multi-sensory approach. They are provided with opportunities to explore and share their thoughts, ideas and feelings through art. Practitioners reflect on children’s responses and take opportunities to join in as co-explores, supporting and extending children’s descriptive vocabulary of the colours and textures they experience. Children are provided with a range of media and materials in which to respond and express their ideas for example clay, gloop, play dough, paint, crayons, pastels, chalks, charcoal, collage materials, weaving frames and natural resources. Children work both on a large and small scale using the inside and outside classroom.

In key stage 1 and 2 the equivalent of one hour is designated to the learning and teaching of art each week. This time may be blocked or separated throughout a half term as appropriate for each unit of work at the teachers’ discretion.

A range of teaching styles are used including:

- Modelling and exposition
- Independent work
- Paired and small group work
- Whole class collaboration

### **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 use 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

## **Planning and Progression**

Each unit of work has planned sessions which enable pupils to:

- Explore and Develop Ideas
- Investigate and make
- Evaluate
- Understand and gain knowledge

Teachers will adapt, develop and differentiate appropriate to pupil's needs as well as teacher's skills and knowledge. Children are encouraged to review and evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. When working on unit of work children have an opportunity to look at and discuss work of artists from different times and cultures.

## **Sketchbooks**

are used from year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

## **Inclusion**

All pupils will have access to a broad and balanced art and design curriculum. Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply skills at different rates. Therefore, teachers will ensure that all experiences provided are rewarding and achievable. Short term planning will be adapted to ensure provision is appropriate for children with specific educational needs. Teachers need to ensure all children, including the least and most able, can be working to their full potential in all art lessons

## **Assessment**

Through a range of techniques including:

- Observation

- Questioning
- Peer and teacher evaluation
- Success criteria and key skills

Each unit contains assessment opportunities through three aspects of learning and teaching:

- Oral communication with pupils
- Evidence in sketch book including work carried out and comments recorded by pupils (A4 size Key Stage 1, A3 size Key Stage 2)
- Final piece

Attainment of key skills is recorded for each unit. These key skills are planned to ensure coverage and progression throughout the school. A triangular system is used to record level of achievement ensuring that each pupil achieves during art sessions

- / achieving with considerable support
- ^ achieving with support
- /\_ \ achieving independently

A colour coded tracker is used to highlight the key skills developed on completion of each unit. This is then moved up to the next class with the child to see progression.

In the Foundation Stage teachers use baseline assessment to plan the next steps in Expressive Arts and Design. Children's progress is then tracked against the early years profile using 2Simple. Teachers will report to parents on their child's progress in art and design through the annual school report. This will focus on coverage of art and design experiences, progress of knowledge, understanding and skills as well as overall effort and enjoyment.

### **Resources**

A recommend resource list is included in each unit of work. A resource audit and purchase is carried out annually. Before new stock is ordered, teachers fill out request lists based on specific needs for their future art lessons. Resources are stored in the art cupboard. Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

Policy to be reviewed July (2022)