



# Stoke Prior First School

## Art and Design Policy

### 1. ***Aims and objectives***

At Stoke Prior we believe that art and design stimulates creativity and imagination, enriching appreciation and enjoyment of the visual arts. It provides visual, tactile and sensory experiences, and an expressive way of understanding and responding to the world.

Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- to develop the cross-curricular use of art and design in all subjects.

### 2 ***Teaching and learning style***

We want children to develop their skills, grow in confidence with knowledge and understanding, so that they are equipped to respond and create as individuals. To do this we use a variety of learning styles with opportunities for the children to work in a variety of media and settings. We use:

- first hand observation or exploration in sketch books;
- whole class direct teaching;
- exposure to the art and craft work of artists, both past and current, from varied parts of the world and cultures;
- opportunity for practising skills in small tasks;
- a series of lessons to develop work;
- collaboration or individual activities to produce a finished piece of work;
- evaluation;

### 3. **Art curriculum planning**

We plan art and design within cross curricular topics where appropriate. We work within the guidelines of the National Curriculum. In Medium Term Planning, class teachers plan opportunities to develop skills and understanding through a full spread of the processes and visual elements.

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>

We plan activities in art and design so that they build on the children's prior learning. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into lessons, providing an increasing challenge.

## **Health and Safety**

Protective clothing is provided for all children when necessary. Specific teaching is given on the safe use of tools and materials.

### **4. Links with other curriculum areas**

**English:** development of questioning, speaking and listening skills.

**Mathematics:** pattern; shape and space.

**Personal, social and health education (PSHE) and citizenship:** development of self-confidence, ability to express feelings; understanding of others; respect for others.

**Spiritual, moral, social and cultural development:** respect for others and their abilities; understanding of different times and cultures through studying artists and crafts people; develop a personal response through art which reflects their personal thinking.

**Computing:** use of software to explore visual elements; use of the ipad to take photos, internet, and Purple Mash.

### **5 Art and design and inclusion**

At our school we teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Through our teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to a child's different needs through differentiation. Adult/peer and scaffolded support will be utilised where considered necessary.

### **6 Assessment for learning**

We assess the children's work in art and design while observing them working during lessons and oral feedback is given. Teachers make informal assessments of the progress made by children against the learning objectives of the lesson. The children are aware of the learning objectives and are encouraged to assess and evaluate both their own work and that of other pupils. Such discussion supports children to develop and progress. Assessment related to the National Curriculum and our own medium-term goals, allows us to consider each child's attainment and progress against expected levels. A summative tracker is completed after each unit and this contributes to a formal assessment at the end of the year.

During each term, there is an art drawing assessment piece completed; In autumn, children draw a picture of their grownups/carers from memory, in spring, a plant is drawn from observation and in summer, a picture from their own imagination. This allows the drawing skills across the year groups to be monitored.

### **7. Resources**

Resources are shared in two areas, each housing materials for painting and other mediums. Other resources are divided according to the process for which they are principally used.

### **8 Monitoring and review**

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;

- uses specially allocated time to review evidence.
- gives the head teacher and governors an annual summary report in which s/he evaluates the strengths and weaknesses in art and design, and indicates areas for further improvement;

This policy will be reviewed at least every three years.

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: E Berrow
DATE POLICY AGREED:	January 2024
TO BE REVIEWED BY:	January 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)