



Art and Design Policy

1 Aims and Objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims 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 learn about influential artists and craft makers from the past and present.
- To learn about influential artists and craft makers from their local community, wider community and from around the world.

2 Teaching and Learning Style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge of artists and art forms (*drawing, painting and sculpting*), *develop* creative skills and craft making skills, and also gain a greater understanding of art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and

resources, including Computing. It is encouraged that staff complete an art sketchbook alongside the children so that the children can be inspired and look at examples of good work.

2.2 We recognise the fact that we have children of different abilities in all of our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with adapted resources.
- Using additional adults to support the work of individual children or small groups.

3 Art and Design Curriculum Planning

3.1 Art and design is a foundation subject in the National Curriculum. At Four Oaks Primary School we use the national curriculum as the basis for our curriculum planning in art and design.

3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes/skill/discipline covered in each term during the key stage.

3.3 Our medium-term plans encourage teachers to follow the same format: Artist Focus, Skills Development, Working in the style of our artist, Creating our own work and Final Pieces. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term whilst linking these to statutory elements of the curriculum. The art and design subject leader is responsible for keeping a curriculum map.

3.4 The class teacher and subject leader regularly discuss lesson ideas and planning on an informal basis in line with *skills progression documents* for each year group.

3.5 We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the 'Skills Progression' document, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

4.1 We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the EYFS Framework. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We

give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Computing

We use Computing and technology to support art and design teaching when appropriate. Children use the internet to find out more about famous artists and designers.

5.4 Personal, social, health and economic education (PSHE)

Art and design contributes to the teaching of some elements of personal, social, health and economic education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching art and design to children with special needs

6.1

We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

7 Assessment and recording

7.1

We assess the children's work in art and design whilst observing them working during lessons. All children, in every year group, have their own individual sketchbook to record their work and annotations in. Teachers record the progress made by children

against the learning objectives for their lessons. This has been closely aligned to the Skills Progression document for each year group. At the end of each term, teachers use the school assessment framework to assess each child.

At the end of the academic year the children's sketchbooks are given to the next year group. The children continue to work in their sketchbooks during the KS1 phase (Year 1 to 2) and then from KS2 (Year 3 through to Year 6). Working in this way allows for the child to see their own progress during their journey through school.

Twice-yearly pupil voice sessions are conducted. Attainment, progress, accessibility and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.

7.2 The art and design subject leader keeps evidence of the children's work in their Subject Leader File. This demonstrates what the expected level of achievement is in art and design in each year of the school.

8 Resources

8.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store.

9 Monitoring and review

9.1 The monitoring of the standards of children's work in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader gives the head teacher an annual action plan and report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

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