

ART AND DESIGN POLICY

At Redscope Primary School, we are very passionate about the arts and they live at the core of everything we do. We believe that the arts provide our children with opportunities to express themselves in a constructive and safe way that will positively impact on all areas of their development. Art is the key to stimulating creativity, imagination and inventiveness and is a drive for personal expression.

Our art curriculum gives children the opportunity to develop substantive and disciplinary knowledge across our three focus areas: drawing, painting and 3D/Sculpture. We focus on doing the fundamentals well so that our children can become more confident and resilient artists. We are committed to providing quality lessons and learning experiences for the children. These sessions give the children the ability to communicate what they see, feel and think through the use of colour, texture, form, line and shape. We ensure our children have been exposed to a variety of artists from different countries and cultures as well as artists who use a variety of mediums.

ORGANISATION AND TEACHING

Content

Based on the Development matters framework, pupils in the EYFS should have access to the following:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Based on the National Curriculum, Key Stage One 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.

In Key Stage Two, 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.
- ♣ 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

Planning

Teaching follows a skills-based approach which has been developed from our skills progression document. We carry out planning in art and design in three phases; long term, medium term and short term.

Long term planning: Our long term scheme is based on the requirements for Art and Design set out by the National Curriculum for Key Stages 1 and 2 and the Development matters framework for the EYFS. It provides staff with the units for teaching.



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Medium term planning: These schemes of work define key starting points, identify the artists being studied, the skills taught and the outcome of the unit.

Short term planning: Individual plans are devised by class teachers for each art and design lesson. These plans list the specific learning objectives for each lessons and details on the teaching and application. They build on the medium term plans.

When completing art lessons, teacher should be aware of the following:

- ♣ Media should not be mixed unless a specific art style is being used as inspiration.
- ♣ Youtube should not be used explicitly to teach a skill, but can be used to support.

Sketch books

- ♣ All sessions must have a clear date and learning objective. The learning objective should be linked to the skill being practised/perfected.
- ♣ If children are completing the final outcome on paper, it should be stuck in their book to *complete* the learning journey. If the work is to go on the wall, a photo should be placed in their sketch books.
- ♣ Where appropriate, children should be encouraged to annotate their sketch books and reflect verbally on their learning.

Painting

- ♣ Acrylic paints are not to be used for general art paintings unless it is on an appropriate media such as canvas or clay.
- ♣ Poster paint is not to be used for an art activity.
- ♣ For general art painting, the paint blocks, powder paint or watercolours are to be used.
- ♣ Children should always mix the secondary colours they need unless the colours are not mixable (neon, metallic etc).
- ♣ If the children are able to and it is appropriate, a paint outline should be used on paintings as a guide. However, children can do a very faint pencil outline on their paintings if they are unable to.

Oil Pastels

- ♣ When using oil pastels, the outline should be drawn in pastel not pencil.

Pencil sketching

- ♣ Children are not to 'smudge' their work with their fingers for blending.
- ♣ Children should use a range (e.g. HB, 2B, 4B) of pencils and explore the effects.
- ♣ Children should be encouraged to complete regular observational drawings (e.g. 'wrong hand', 5 minute sketch, without looking, 10 minute sketch in order to encourage them to observe carefully)

ASSESSMENT AND RECORDING

In Art, assessment is ongoing and continuous through formative teaching assessment. This allows teacher to give meaningful feedback to children in the moment and actively throughout the lessons. Teachers are required to give a judgement, twice a year, as to whether children are working below the expected standard, working towards the expected standard, working at the expected standard or working above the expected standard.

MONITORING AND EVALUATION

Regular monitoring and evaluation of the subject will be doing by the subject leader. This will include planning scrutiny, sketch book scrutiny and pupil voice. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

RESOURCES

Resources are stored in the art cupboard. Staff are required to inform the subject leader should supplies be running low when they use them.

INCLUSION



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Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community. Where necessary additional teacher or TA modelling and scaffolds are used so that all children can meet the learning objective.

At Redscope, teaching will ensure that art is accessible to all children by planning art and design that:

- Is challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivates children, enabling them to understand and review their own learning;
- Caters for children's diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of children;
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups

HEALTH AND SAFETY

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised. Children should be shown safe procedures for using such resources and should be made aware of the dangers. If in doubt teachers should liaise with the art and design subject leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include: spray fixative, glue guns, plaster of paris and needles.

EQUAL OPPORTUNITIES

All pupils should have access to the whole art curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from the arts and artefacts of other cultures. An appreciation of art forms created and valued by different cultures should be taught.

THE ROLE OF THE ART AND DESIGN SUBJECT LEADER

he role of the subject leader is to:

- Seek to enthuse pupils and staff about art and design and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of art and design
- Monitor and evaluate the standards of children's work and the quality of teaching in art and design throughout the school;
- Undertake lesson observations of art and design teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;
- Organise thematic 'Arts Weeks'
- Develop links with advisory services and outside artists



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