



## Art and Design Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	SEND, More Confident Learners, Assessment, Teaching and Learning, Curriculum
Policy owner:	Debbie Conroy
Policy model:	SMFA
Review:	
Version number:	I

Art, craft and design embodies 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.

Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

## Aims and objectives

Sir Martin Frobisher Academy aims to provide equality of access to a progressive programme of study for art which follows the National Curriculum guidelines and the Early Years Foundation Stage Framework.

Children will be able to build on their own experiences using a variety of media and tools to develop new skills and become proficient in drawing, painting, sculpture and other techniques. Children will be encouraged to develop both their ability to respond critically to works of art, and confidence in their own artistic ability. Children will use and understand colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think.

Children will explore ideas and meanings in the work of artists, crafts people and designers and will also know how art, craft and design has shaped our history and contributed to the culture, creativity and wealth of our nation.

This will be achieved by:

1. Careful planning in line with the Art National Curriculum and Early Years Foundation Stage Framework.
2. Using a variety of teaching strategies.
3. Enabling children to challenge themselves and thereby increase their confidence and expectations.
4. Setting clear intentions and success criteria.
5. Being flexible and spontaneous in response to different opportunities.
6. Recording children's experiences and progress.
7. Presenting children's work effectively.
8. Making full use of the resources within the school and the local community.

## Art and Design Across the Key Stages

### Foundation Stage and Key Stage 1

During foundation stage and key stage 1, art and design is about developing children's creativity and imagination through providing stimulating and enriching learning opportunities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

Children:

- explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, and pattern and texture to represent their own ideas and feelings;
- focus on the work of artists, craftspeople and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.

### Key Stage 2

During key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex learning opportunities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

Children:

- improve their mastery of different materials, tools and techniques and become more confident in describing and using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- to learn about great artists, architects and designers in history. To increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: "What is this work about?" "Why was it made – for what purpose?" "What visual and tactile elements are used?" "How are these matched to the purpose of the work?" "When and where was it made?" "What do I think and feel about it?"

## Language and communication

Children develop language skills by:

- exploring ideas about the starting points for their work;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- investigating and discovering about art, craft and design by extracting information from sources such as reference books, community links and the internet;
- discussing and comparing their own and others' work and explaining their own views.

## Values and attitudes

Children have opportunities in art and design to:

- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

## Method of Delivery

Children will receive one art and design lesson per week. Within the Foundation Stage expressive arts and design can be incorporated into all other areas of learning as well as being taught separately. Children should have the opportunity to work as a whole class, as part of a group and as an individual during planning, designing and artistic activities.

Basic equipment (brushes, paint, palettes, scissors, PVA glue) should be available in all classrooms and specialist materials brought in where appropriate.

Encourage design and planning skills allowing children the opportunity to adapt and develop their work at every stage. At Key Stage 1 and 2, children should use a sketchbook to plan, design, experiment, and store information.

## Information Communication Technology

ICT should be used when appropriate, using software at appropriate levels for pupils. ICT can be used for record and research elements of art and design. Links between Art and ICT are highlighted in the National Curriculum document. Children use I pads, computers and other digital technology.

## Equal Opportunities

All children will have equal access to the art curriculum, in line with the School's Equal Opportunities Policy.

## More Confident Artists

More confident artists are likely to –

- Think and express themselves in creative, original ways (they want to follow a different plan to the other pupils)
- Have a strong desire to create in visual form (they are driven by ideas, imagination, flights of fancy, humour or personal experience)
- Push the boundaries of normal processes (they test ideas and solve problems relating to concepts and issues)
- Show a passionate interest in the world of art and design
- Use materials, tools and techniques skillfully and learn new approaches easily
- Initiate ideas and define problems
- Critically evaluate work and other information
- Exploit the characteristics of materials and processes (they use materials and processes in creative, practical and inventive ways)
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

## Enriching and extending pupils' experiences

Teachers need to plan to develop the breadth and depth of pupils' experiences, and the quality of their responses and outcomes. Children need high expectations, coupled with continued and active support to enable them to respond to the challenge. An Arts Week takes place in the Summer Term, when children are given the opportunity to explore elements of the arts in greater depth and work with external artists. This culminates in a 'Celebration of the Arts' at the end of the Summer Term, where parents and special guests from the local community are invited into school to see what the children have been learning.

## Continuity & Progression

Progression throughout the art curriculum is catered for within the scheme of work. Children should be encouraged to achieve their best and thereby increase their confidence and expectations. When planning, teachers should set high expectations and provide a variety of exciting and stimulating opportunities for all pupils to achieve and build upon key skills such as drawing, painting, weaving, sculpture and printing.

Continuity through the key stages will be achieved by following the scheme of work and the medium term planning. Continuity will be monitored by the art, craft and design coordinator through work scrutiny, lesson observations and dialogues with staff and pupils.

### **Assessing**

Assessment of art will be carried out in accordance with the school's assessment policy.

### **Resources**

Art resources are stored in the Art resource area.