



Art and Design Policy

Audience:	Parents School staff Local Governing Bodies
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Other related policies:	SEND, More Confident Learners, Assessment, Teaching and Learning, Curriculum
Policy owner:	Debbie Conroy
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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.

Intent

At Sir Martin Frobisher Academy a love of art is nurtured within all. Our imaginative and diverse art curriculum enables children to see art's connection with the wider world. Throughout their time at Sir Martin Frobisher Academy children have opportunities to explore and experiment with a wide variety of materials and techniques providing a solid foundation for their own creative expression. Our goal is to expose our children to a range of influential local and global artists and craft makers from the past and present and become more historically, culturally and socially aware. Children explore their own unique ideas and use art as a purposeful form of expression. Through art, children develop their own sense of identity and become reflective artists whilst evaluating and appreciating work using the appropriate artistic vocabulary. Our aim is for children to become confident, independent artists in their own right, generating personal artistic outcomes.

Implementation

All Art and Design projects follow the structure of the Design Process. This structure ensures that children have opportunities within each project to:

- Define: children plan what they will make
- Research: children collect information (visiting galleries, explore books, collect materials from nature, speak to people, explore artefacts/examples)
- Analyse: children sketch and draw, take photographs and collect inspiration to decide which idea is working best
- Develop ideas: consider materials, tools and techniques and what will work best for an idea
- Present: children present their ideas to peers for evaluation and appreciation
- Improve: children implement feedback to finalise ideas and produce their final piece

Each project comes with a list of key vocabulary linked to the material, technique and suggested artist or movement for the particular project. All projects have cross curricular links, enabling natural over-teaching to further enrich and consolidate learning. Throughout children's artistic journey, they have opportunities to create projects through painting, drawing, collage, sculpture, printing and digital media. Projects encompass a range of artists and artistic genres, reflecting children's cultures and the wider world. As they progress through the school, children revisit media and skills giving them opportunity to demonstrate prior knowledge and develop proficiency in handling familiar materials and tools.

As children discuss their own work and the work of others, they are encouraged to critically evaluate art and design and use this knowledge to improve their own work.

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, every other half term. 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.

Children are given 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.