



# Art and Design Policy

**Person responsible: Headteacher**  
**Ratified by the governing body: Spring 17**  
**Date for review: Spring 20**

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

**Reverend Anne-Marie Renshaw**  
**Chair of governors**

Art and design can enrich all our lives. It adds a dimension to a child's education, which will stay with them throughout their lives. Art and design stimulates imagination and creativity. It involves children in visual, tactile and sensory experiences. Responses can be physical through their art making and emotional through the feeling a piece of work elicits. Art and design involves looking carefully, appreciating and noticing the world around them. It also encourages careful thinking and discussion about what they see, feel and think. Children have the opportunity to explore the ideas of artists from the past and present. They can use these as starting points for their own work.

### **Aims**

At Messing Primary school we aim to:

- Encourage a positive self-image to give every pupil confidence to deal with events and problems as they occur
- Provide a range of aesthetic experiences
- Ensure that each pupil reaches his/her potential
- Develop pupils' pleasure and confidence in art and design
- Develop powers of observation and description
- Work collaboratively with others as well as individually
- Value and respect their own art work and that of others
- Develop a respect and understanding of the visual art of different cultures.
- Enable children to observe and record from first -hand experience.
- Develop the children's competence in controlling materials and tools.
- Acquire knowledge of various art and design techniques and processes.
- Develop a growing confidence in using different processes and exploring them in their own work.
- Develop their own creativity and imagination through experimenting with different media.
- Begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space.
- Foster enjoyment and appreciation of the visual arts and a knowledge of the artists, craftspeople and designers.

### **Teaching and Learning**

We use a variety of teaching and learning styles in art and design sessions. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate and develop their work. This is enabled through a combination of whole class teaching and individual/group activities.

We teach according to topics and the children's interests, therefore the artists studied can vary. Skills and techniques are specifically taught and demonstrated to the children in a direct way. The children are encouraged to evaluate their own ideas and methods, the work of others, including artists and say what they think and feel about them. We give children the opportunity within the lessons to work on their own and collaborate with others, working on various scales. Children have the opportunity to use a wide range of materials and resources, including ICT.

We recognise that children can vary in their confidence and knowledge of techniques. Support for children, needs to be appropriate and can be achieved through a range of strategies. We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Having a collaborative task; pairing children, e.g. a more able with a less confident child.
- Using additional adults to support the work of individuals or small groups.
- Providing appropriate resources.
- At Messing Primary we also ensure that we are working within the inclusion guidelines set out by the National Curriculum.

### **Inclusion in Art and Design**

All children irrespective of their ability/disability should have access to the art and design curriculum. Staff should ensure that children have access to the work of artists and artefacts from a variety of ethnic backgrounds, each gender and a range of cultures that reflect the diversity in society.

To overcome any potential barriers to learning in art and design, some children may require:

- Support as appropriate in managing specific tools and techniques, e.g. dual hold scissors;
- Visual prompts, instructions and modelling for children with language barriers.

### **Planning**

Art and design at Messing Primary is organised into a scheme of work based on the EYFS Curriculum and the National Curriculum programme of study and follows the long term plan for the school. Learning opportunities for pupils undergoing the transition from EYFS to Year 1 will be in line with the continuous provision programme.

These schemes of work are designed to develop the key learning skills of:-

- Communication
- Application of number
- Information technology
- Working with others
- Improving performance
- Problem solving
- Thinking skills
- Information processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

The long term plans will ensure an appropriate balance and distribution of work across each term.

Medium term planning encompasses exploring and developing ideas; investigating and making in art and design, accessing and appreciating the work of artists/craftspeople, evaluating and developing work and knowledge and understanding.

The activities in art and design are planned so that they build on prior learning. Progression is built into long term planning through the learning skills, so that there is an increasing challenge as the children move through the school. Assessment takes place according to the assessment policy and is used to inform next steps and levels children are working at. (See separate Assessment Policy)

**The role of the Art and Design co-ordinator is to:**

Support colleagues in teaching the subject content and developing the detail within each unit.

Renew, update and complement resources needed to deliver the curriculum.

Audit and monitor current practice.

Monitor assessment and record keeping, ensuring progression and continuity.

Keep staff informed of developments including the New Curriculum 2014