

# Eastfield Primary School



## Art and Design Policy

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Dated issued: July 19  
Ratified by Governing Body on:  
Review Date: July 20

## **Eastfield Primary School Art and Design Policy**

### **Aims:**

Our aim in teaching Art and Design at Eastfield Primary School is to stimulate the children's creativity and imagination through visual, tactile and sensory experiences. We aim to ensure all pupils produce creative work, exploring their ideas and recording their experiences through becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. They have opportunities to evaluate and analyse creative works using the language of art, craft and design, and also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **At Key Stage 1 we aim to teach the children to:**

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- explore 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

### **At Key stage 2 we aim to teach the children to:**

- develop their artist techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
- explore great artists, architects and designers in history

## **The Foundation Stage**

Art and Design plays an important part in a child's early development. Art in the foundation stage is encompassed into the area of the EYFS Curriculum called Creative Development.

This area is divided into two aspects:

### Exploring and Using Media and Materials

Children experiment with media and materials finding out about their properties and modifying and manipulating them. This area includes exploring sounds, patterns, movement and different tools and techniques.

### Being Imaginative

This area allows children to explore the world of pretence, building on their own experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play, small world play or a range of other areas.

Helping children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques. Building on children's interests can lead to them creating amazing inventions or making marks on paper that represent for them an experience or something they have seen. Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.

## **The role of the Art Co-ordinator is to:**

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into the schemes of work.

## **Planning the Art Curriculum**

At Eastfield Primary School there is a whole school approach to planning Art and Design based on the National Curriculum.

The range of experiences each child encounters throughout their time at Eastfield Primary School is detailed in the Art and Design Long term plan. Staff in each year group use this plan when planning their art lessons. Art is planned and taught through a specific topic, linking it with other subjects, and focuses on the skills required in order to use a variety of tools and media. All research, progression, development and work is related to the topic. Medium term plans focus on the coverage and have references to the National Curriculum milestones. When planning a lesson, year groups ensure progression through each skill is taught. Year groups ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

## **Teaching Approaches and Methods**

Our teaching at all levels will include opportunities for:

- teacher exposition
- appropriate practical work
- discussion (pupil/ pupil and teacher/pupil and pupil)
- use of ICT, museum resources and outside visits
- firsthand experience
- investigation work
- recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work
- provision of different media sketchbooks (Key Stage 2)

In classes children are taught in a variety of ways:

- individually
- in groups – groups may be organised by ability (mixed or similar), age, friendship or criteria. Group work is organised to provide co-operation and effective learning and understanding
- as a whole class group where introductions and discussions are appropriate

Children are given the opportunity to look closely at artefacts, objects (including their own work) and talk about it with others. They will look closely at the natural and man-made world and record what they see. In addition to looking at the natural world, children will have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings represented in their work. The class teacher is also responsible for teaching children how to use tools safely, and to organise and care for materials and equipment appropriately.

### **I.C.T**

Laptops and ipads are available within the school, which have appropriate software to support the teaching of Art. They also have access to the internet to give further support.

### **Differentiation**

Each child should be taught in a way which is appropriate to their ability. Artistic activities have the advantage that it is relatively easy to limit or extend the difficulty of the task whilst maintaining a coherent whole. Every child should have the opportunity to experiment with artistic skills, materials and tools.

### **Assessment**

Children's work and performance will be assessed according to the agreed school policy. Assessments in all areas of art is informal and ongoing by the class teacher.

### **Evidence**

Children in Key Stage 2 have their own sketchbook where development work is kept. Sketch books are used to record the children's observations and then used to review and revisit ideas. Work may be added to the topic books or if the work is unsuitable due to the size etc. then photographs may be added to the topic books. Children's work is often displayed around the school. If work is displayed it must be labelled with a clear objective and the key skills that have been taught should be outlined.

### **Health and Safety**

Art contributes to the Health and Safety education by enabling pupils to become aware of potential hazards. Pupils are taught to work in an appropriately disciplined manner and must be encouraged to develop an awareness of safety towards themselves and others. They are made aware of the dangers of misusing materials such as dyes, batik and wax. Teachers must ensure helpers are aware of any health and safety aspects when working alongside the children on art projects.

### **Resources**

All consumable resources will be stored by each group and funded by the art budget. All classrooms should be equipped with the basic art materials needed to deliver the appropriate planning.

**Revised July 2019**