



## ART AND DESIGN POLICY



Approved by:

Approved on:

Last reviewed on:

Next review due by:

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***“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”***

**- Quentin Blake, Children's Laureate**

## **ART AND DESIGN POLICY**

### **INTRODUCTION**

#### **Purpose**

The purpose of this policy is to describe the practice of Art and Design at The Stonebridge School and the principles upon which this is based.

#### **Aims**

At The Stonebridge School, we believe that teaching and learning in Art and Design is essential because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

#### **Our key aims are:**

- For pupils to be able to express themselves aesthetically and linguistically in Art and Design
- To enable children to develop a variety of skills for life-long artistry
- To provide high-quality art experiences and opportunities for our children
- To engage with a variety of art forms and to explore their values, attitudes, feelings and meanings
- Develop the ability to create, appreciate and make critical judgements about artworks
- Encourage pupils to work independently and in teams, to share arts experiences and represent artworks to others
- To celebrate the artistic achievements of every child
- To develop the use of ICT and new technologies in creative work
- To develop effective links with the community to strengthen and offer a diverse arts provision within the school.
- Through the Arts we wish to play an important part in helping individuals appreciate and understand the wealth of what is produced artistically in our multi-cultural society

#### **INTENT:**

At The Stonebridge School, our intention for the Art and Design curriculum is to engage, inspire and challenge pupils. We want to equip pupils with the key knowledge and skills to experiment, invent and create their works of art. We use KAPOW when teaching Art - these skills are outlined in our progression of skills document and the expert videos by specialist art teachers give teachers the confidence and necessary skills to teach high quality art. At The Stonebridge School, we revisit skills and use the spiral curriculum approach to ensure knowledge ‘sticks’. Alongside opportunities for pupils to express themselves, we recognise that it is essential to teach children about great artists and the works that they have created. Also, we want them to have an understanding of how art has influenced history, contributed to the culture, creativity and wealth of our nation and the world that we live in. As The Stonebridge School is an inclusive school, within the teaching of Art and Design, all pupils have access to the whole curriculum and are supported to make progress. Teachers respond to individual needs and support appropriately, ensuring all children have the correct level of challenge.

## IMPLEMENTATION

### **Planning:**

We follow the KAPOW scheme for Year 1 through to Year 6 which is complaint to the National Curriculum. Skills in the Foundation Stage are developed and planned by using the objectives within the EYFS framework. Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year.

### **Teaching:**

#### **EYFS**

Both *aspects of EAD; exploring using media and materials and being imaginative* are used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in a range of ways including playing with colours, textures and design. These approaches to expressive arts help children to represent and understand their ideas. Children will be taught a range of techniques using simple equipment to help them express their ideas through media and material. The process of creating is more important than the end result. Children must have access to a quality creative area where they can explore, create and adapt based on their ideas.

#### **Key Stage 1**

During Key Stage 1, Art and Design is about expanding children's creativity and imagination by providing art, craft and design activities related to children's identity and experiences. All lessons incorporate the national curriculum targets and have cross-curricular links.

#### **Key stage 2**

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

### **Organisation:**

At The Stonebridge School, we follow the KAPOW Scheme of work; it is adapted to suit the needs of our children. We focus on the development of skills rather than a 'final piece', we have divided the core skills of Art over the year groups within the key phases (EYFS, KS1, LKS2 and UKS2) ensuring that all skill areas have ample time to be developed. However, all skills can be used in all year groups if applicable. At The Stonebridge School, Art and Design can be taught in blocks whereby whole days or a week of afternoons are dedicated to Art once a term to enable children time to focus on their artworks and skills as well as weekly or fortnightly. Teachers are free to adapt the timetabling as long as they ensure the knowledge and skills are implemented.

### Roles and responsibilities

#### **Governors:**

- Governors have a strategic responsibility to ensure that their school provides a high-quality broad and balanced curriculum for all children and young people
- They will also review the Art policy

#### **Senior Leadership Team:**

- To liaise and support the art lead
- To ensure the art lead has time and opportunities to support and monitor the teaching and progress across the school
- To oversee the delivery of Art and Design across the school alongside the subject lead

#### **Subject Leader:**

- The subject lead has a vital role in championing and advocating for high-quality Art and Design education in their schools and ensuring it flourishes across all phases
- Monitor and evaluate the learning and teaching of Art and Design within the school
- Devise an action plan to show future developments and review progress
- Provide specialist support and guidance to colleagues on teaching projects and planning to promote high standards
- Purchase and organise resources and maintain equipment to make them easily accessible for colleagues
- Attend courses and cluster meetings for CPD and report back to staff

- Explore ways to raise the profile of Art and Design within the school and make links outside artists
- Encourage parents to be involved in their children's learning in art and design
- To review the needs of Art and Design
- To support teachers to deliver high-quality Art and Design lessons
- To ensure good Health and Safety practices are followed

*Teachers:*

- Inspire learning by bringing Art and Design alive for our children
- Class teachers are responsible for developing the long term plans outlined in the Learning Challenge Curriculum into more detailed schemes of work that ensure that pupils are taught the statutory requirements for Art and Design
- Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.
- Raise the profile of Art through displaying pupil's work.

*Support Staff:*

- To develop subject knowledge where needed
- To support the teacher to provide appropriate challenge and support for all pupils

*Pupils:*

- To take an active part in every lesson
- To show curiosity and interest
- To ask questions and challenge thinking
- To present their learning with pride

*Parents/Carers:*

- To talk to their children about what they have been learning and share their knowledge on the subject
- To engage in home learning activities
- To attend any school events related to Art and Design

## **Inclusion**

*Special educational needs and disability*

We ensure that ALL children, no matter what their ability, will have the opportunity to access the Art and Design curriculum on offer, within the school and extra curriculum activities. We actively encourage our SEND children to take part in the Curriculum fully and will attempt to provide special provision as we see fit.

*More able and talented*

We identify our more able and talented children in Art and Design and aim to provide them with opportunities to build on their skills both within the classroom and outside of school.

*Culture*

We are committed to enhancing children's understanding of themselves and others. We celebrate cultural diversity by exploring art and artists from different cultures. We actively encourage positivity in cultural awareness.

*Gender*

We ensure that all children, no matter what their gender, will be encouraged to take part in all Art and Design experiences. We ensure there is a representation of all genders' achievements in Art.

**Health and safety:**

- Risk assessments will be carried out before Art and Design projects where necessary

- Teachers will always teach the safety of tools and equipment and insist on good practice
- Children will be taught how to take steps to control risks
- Equipment is stored safely when it is not in use and kept in a locked cupboard where necessary

### **Safeguarding:**

- As ICT plays a vital role in Art and Design the ICT safeguarding policy must be followed
- Children are only exposed to appropriate images and artwork

### **Homework / Wider learning:**

Home learning will be set when appropriate.

### **Resources:**

We have a wide range of resources to support the teaching of Art across the school. All our classrooms have a variety of basic supplies, but we keep the more specialised equipment in the Art and Design sections of the storeroom. Specialist materials and equipment are ordered as and when required upon request of the class teachers.

### **IMPACT**

#### **Assessment:**

- The Art and Design subject leader will collect selected examples of children's work from the projects in our scheme of work. The samples will be used for identifying progression and expectations
- Children in Key Stages 1 and 2 will keep sketches, photographs, notes and evaluations in a topic book or sketchpad. These can be used for monitoring progression and assessment purposes
- Teachers will make notes at the end of projects on children who achieved significantly above or below expectations; to inform future planning
- Children will be taught to assess their work through evaluating activities and to identify what they need to do to improve

### **Monitoring and evaluation:**

Monitoring and evaluation to enable the subject lead and SLT to gain an overview of the Art and Design provision may include:

- Pupil voice
- Book looks
- Monitoring Planning
- Lesson observations
- Learning walks
- Evaluating displays
- Assessment analysis

### **APPENDICES**

Art and Design programmes of study: key stages 1 and 2

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