

# Art and Design Policy



## Warden House Primary School

Review date: Autumn Term 2022

*“Art has the power to transform, to illuminate, to educate, inspire and motivate.”*

H. Fierstein

### Intent:

We are strong believers that every child is an artist at Warden House Primary School. As part of our broad and balanced curriculum, we equip the children with the knowledge and skills needed to express their individual interests and ideas. Our high-quality art education engages, inspires and challenges pupils whilst providing them with opportunities to develop skills to explore, experiment, create and invent their own works of art. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and world cultures and adapt their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history whilst fostering a love and enjoyment of creativity.

### Implementation:

The teaching and implementation of the Art curriculum at Warden House Primary School is based on the National Curriculum and linked to a wide range of artist and cultures to provide a well-structured and irresistible approach to this creative subject.

The children are taught Art in two units across the year. Teaching is designed to help pupils to remember and embed knowledge and skills of the five artistic areas of drawing, painting, collage, sculpture and printing as well as remembering knowledge about their focus artist and culture. The knowledge and skills are built upon each year and artists and cultures are revisited through use of retrieval practices to ensure learning and skills are remembered.

The children's learning is further enhanced with whole school Art days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists and cultures.

### **In EYFS children will:**

Begin to explore, learn and apply a range of art skills to be learnt through opportunities in 'Expressive Arts and Design' and 'Understanding the World'. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for art:

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

#### **ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

## **Key Stage 1**

In Year 1 and 2 pupils will:

- *Use experiences and ideas as the inspiration for artwork.*
- *Share ideas using drawing, painting and sculpture.*
- *Explore a variety of techniques with a range of materials (e.g. pencil, charcoal, paint, clay).*
- *Learn about the work of a range of artists, artisans and designers.*

## **Key Stage 2**

In year 3, 4, 5 and 6 pupils will:

- *Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.*
- *Develop and share ideas in a sketchbook and in finished products.*
- *Improve mastery of techniques (e.g. in drawing using different hardness of pencils and lines to show line, tone and texture.)*
- *Learn about the great artists, architects and designers in history.*

### **Impact:**

Pupils develop a detailed knowledge and skills across the art curriculum and as a result achieve well. This is reflected in the work the children produce. Children can take the skills they have gained into the next stage of their education and build upon these. Pupils will have gain a good understanding of a variety of artists and cultures across their years at Warden House and build upon skills each year to promote their inner artists.

Ongoing formative assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

### **Inclusion**

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

### **Cross-curricular links**

Cross curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

### **Health & safety**

The school is responsible for teaching Art in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff are responsible for the supervision of activities such as cutting, printing and mixing of media. All art equipment is subject to maintenance and safety checks and must be replaced if faulty.

### **Assessment, recording, reporting and feedback**

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in art in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing their designs and techniques
- Monitoring of display and books
- Feedback from parents and guests who attend show case events

### **The role of the subject leader**

The subject leader is responsible for supporting colleagues in the teaching of art, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Highlight / Celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Provide ongoing support to colleagues
- Discussing resource needs with teachers
- Identify areas of CPD need for art across the school

### **Review**

This policy will be reviewed by the Senior Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards against its action plan, with additional required action to be identified and tracked by the art subject leader. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This policy was written by Ashleigh Mann

Reviewed by Senior Leadership Team Term 1 2021