

Bishopton Primary School



Art & Design Policy

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Policy on Art and Design



1 Aims and objectives

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Our aim is for children to experience a broad and balanced art curriculum. To explore ideas and meanings through the work of artists and designers. We wish to enable the understanding and appreciation of art and craft from artists and designers from a variety of cultures, styles and periods of time.

1.2 Our aspirations in the teaching of art and design are:

- Boost children's confidence in their ability to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- Enhance the activities planned to develop creativity and imagination.
- Provide the children with the opportunity to select and control materials, tools and techniques to progress their skills in the subject.
- Create opportunities for the children to experience and gain knowledge about art and design from different times and cultures around the world.
- Plan progressive sequences of lessons that foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- Develop a purposeful cross-curricular link between the use of art and design in a variety of subjects.
- Ensure the opportunity for children to experience art and design through the delivery of clubs.

At Bishopton Primary School, the following skills are covered throughout both key stages to provide a balanced programme of art activities and understanding. These bring together wherever possible investigating and making, knowledge and understanding.

Practical Skills

Drawing
Collage
Sculpture
Painting
Printing
Textiles

Visual Elements

Colour
Line and Tone
Shape, Form and Space
Patterns and Texturing

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities.



Teachers should draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT) where practicable.

- 2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the expectations of outcome of the task to the ability of the child. We achieve this through a range of strategies:
- Developing opportunities for creativity which are open-ended and can have a variety of responses.
 - Ensuring tasks are tailored to the personal progression of each child, where not all children are expected to complete all tasks.
 - Inclusion is encouraged by setting tasks which are similar in focus and outcome.
 - Through providing a range of challenges which are focused on the progressive development of the children's skillset.
 - Planning small group work wherever possible to allow for extension of skills and discussion.
 - Monitoring and assessing children to provide, where possible, extension of skills where individual children have particular talents.

3 Art and design curriculum planning

- 3.1 Art and design is a foundation subject in the National Curriculum. At Bishopton Primary School, we use the Cornerstones curriculum planning scheme on a rolling two year programme to allow for coverage of all areas of the Art and Design curriculum. Where appropriate, this will be through a cross curricular approach, a method which is encouraged in all year groups. We endeavour to teach units of Art three times per year.
- 3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term weekly planning. Our long-term plan maps out the topics covered in each term during the key stage and, through this, we check the coverage of skills through each year group. Our subject leader supports teaching colleagues in each year group with integrating ideas and skills into half termly topics.
- 3.3 Our medium-term plans, which link into our topics, are linked to the National Curriculum. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 Class teachers complete a medium term plan for art and design lessons for the half term. This lists the specific learning objectives and expected outcomes. The class teacher keeps these plans, and ensures that the coverage is evenly distributed. Where there are classes with mixed year groups, class teachers will plan collaboratively to ensure that children are given similar experiences regardless of which class they are in and objectives are covered for the year group during the two year programme. Units can be altered or replaced at the discretion of the class teacher, ensuring complete coverage of objectives remain. Again, additional art based activities are often used to excite, enhance or celebrate our children's learning, for example an art day to start or end a topic.
- 3.5 The initial lesson of a unit that links to a famous artist or designer should incorporate either research, fact finding and / or evaluation of the work of that artist to build a greater theoretical knowledge of the style and artist in question. This should be recorded in the humanities book.



- 3.5 We endeavour to plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also utilise the progression document to inform the scheme of work, so that there is an incremental increase in skills and challenge for the children as they move up through the school.

4 Art and Design across the school

- 4.1 We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside external artists and other adults. The activities that they take part in are imaginative and enjoyable and where possible, demonstrate the style of famous artists and designers.
- 4.3 In both Key Stages, teachers are encouraged to teach units of Art in a flexible way to maintain flow related to appropriate topics and demonstrating progression of skills for the pupils. This also allows for effective sharing of resources throughout the Year groups.

4.4 KS1

During key stage 1, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They begin to understand colour, shape, space, pattern and texture and begin to use them to represent their ideas and feelings. Art, at KS1, is topic based to enhance our creative curriculum; as such art exploration and evidence of finished pieces will be kept in humanities books, on display or on Twitter. Other art activities evolve from other curriculum areas and are at the discretion of the class teacher. These are recorded on their medium term planning. Specific help is available, as needed, from the subject expert.

4.5 KS2

During key stage 2, pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think, and begin to develop their own 'sketch histories' which reflect their tastes, ideas and thoughts. Sketches are used as a visual diary and should be personal to the child. They will not be marked or have learning objectives on them as this removes ownership from the children.

At least one sketching activity should be planned into each unit.

As per KS1, work on the theoretical aspect of art and evidence of final pieces should be kept in humanities books, on display or on Twitter.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. Teachers are encouraged to use Art as an initial stimulus for written work. They have the opportunity to compare ideas,



methods and approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

5.4 Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. We encourage mixed ability groupings, to allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

6 Art and design and Computing

- 6.1 Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using a range of technology including digital cameras, art based programmes and even apps to create stop motion films. They record their observations, and they manipulate them through photo-editing or painting software to create a range of works of art. The children also use the Internet, to find out more about the lives and works of famous artists and designers.

7 Art and design and inclusion

- 7.1 We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.
- 7.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.
- 7.3 Intervention as a result of specific SEND will lead to the creation of an Individual Education Plan (IEP). This may include targets specifically related to skills in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.
- 7.4 We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for



example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 We assess the children's work in art and design while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons and through the utilisation of the progression document. Through assessment we make a judgement against the skills developed over the year. The teacher records the progress that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 8.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

9 Resources

- 9.1 We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design cupboard.

10. Health and Safety

- 10.1 When undertaking practical activities and working with tools, equipment and materials, including those that are unfamiliar, children should be taught:
- About hazards, risks and risk control.
 - To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.
 - To manage their environment to ensure health and safety of themselves and others.
 - To explain the steps they take to control risks.
- 10.2 Teachers and support staff should take reasonable precautions to limit the risk of cross contamination of resources between school bubbles and effective cleaning of shared equipment should be standard practice after use.

11 Monitoring and review

- 11.1 The coordination and planning of the art and design curriculum are the responsibility of the subject expert, who also:
- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
 - provides specific orders for specific art supplies for the school.
 - gives the Headteacher an annual impact report in which s/he evaluates the strengths and weaknesses in art and design, and indicates areas for further improvement;
 - works with colleagues to review pupil outcomes in art and design across the school.
 - Provides staff training on areas of weakness in subject knowledge.
- 11.2 The quality of teaching and learning in art and design is monitored and evaluated by the Headteacher and subject expert as part of the school's agreed cycle of lesson observations.
- 11.3 This policy will be reviewed annually.

Signed: J Geals



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