

Bill Quay Primary School



Art and Design Policy

Rationale for teaching Art and Design

Art and Design is a vital part of the primary curriculum as it provides a means of expression and creative exploration for each child through the use of a wide range of materials and techniques. It also allows children to develop their own visual literacy in the wider historical and current contexts of artists, designers and craft makers via practical investigations and online research.

Art and Design at Bill Quay Primary School plays an important part in each child's development. The art curriculum seeks to develop the key skills of creative thinking and problem solving, communication, working with others and improving own learning and performance. The subject is effective as a cross-curricular link, adding to children's depth of understanding, appreciation of and experiences in other areas of their learning.

Aims and Objectives

- To inspire children to continue to appreciate and enjoy art beyond their experiences at Bill Quay Primary School.
- Every pupil should fully develop their artistic potential through a high quality, inspirational and accessible art education from the Early Years through to Year 6 and beyond.
- All pupils should be confident in art and have a good understanding of the different elements of it, using them effectively to produce their own artistic representations.
- Pupils should enjoy taking part in art activities and have a positive experience during art lessons.
- Pupils should develop an ability to critique work of their own as well as that of others, appreciating and respecting individual creative interpretations.

National Curriculum for teaching of Art and Design

Key Stage 1:

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craftmakers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2:

Pupils should be taught:

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

The schemes of work (Appendix 1) we use allow exploration and progression so that children of all abilities are able to access the Art and Design curriculum and develop their skills through the four progress objectives of: Generating Ideas; Making; Evaluating and Knowledge.

Generating Ideas:

1. The skills of designing and developing ideas in a range of ways, using different media and processes.
2. Work expressively to explore and record observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes.

Making:

1. Make own work and use materials and techniques purposefully
2. Select and control suitable tools and systems with increasing proficiency to achieve intended outcomes.
3. Work in a range of scales in 2 and 3 dimensions and in virtual and time based media
4. Have opportunities to work in a variety of processes and media, for example, drawing, painting, printmaking, sculpture, ceramics, creative craft, collage, textiles, photography, digital, graphic design.

Evaluating:

1. Review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art and design and to creative, media and design industries.
2. Become visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication.

Knowledge:

1. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
2. Pupils should use their knowledge to inform their creative thinking and the development of their own creative practice
3. In their exploration they should include male and female practitioners, examples from diverse genres, periods and cultures.

Throughout Key Stages 1 and 2, children focus on the elements of colour in the autumn term, line in spring and shape/pattern in the summer term. Within these areas, children look at and express their

understanding through painting, drawing and sculpture. Each year group completes one unit of work each term, following our school-developed scheme. Children will look at the work of a range of artists; local, international, past and present, and who represent a variety of cultures. We aim for each class to visit a local art gallery once per year. When possible, we invite local artists into school to provide specialist teaching and stimulus to the pupils.

Early Years

Art falls within the expressive Arts and Design area of the Early Learning Goals. Children are exposed to a variety of materials and stimulus to enable them to investigate and produce their own pieces of work. They will independently explore their understanding of colour, texture, design, form and function. Opportunities are given for them to use their skills to produce art which represents a particular concept.

Key Stage 1

The focus in Key Stage 1 is to encourage children to investigate, explore and start to develop their understanding and control of simple techniques. They will begin to look at and talk about the work of artists, craftspeople, architects, film, media makers and designers in local, as well as a variety of different national, cultural and industrial contexts.

Through a variety of creative, discursive and practical activities, pupils are taught:

- The knowledge, understanding and skills needed to engage with and participate in a process of self-expression and personal response;
- To develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.

Key Stage 2

In Key Stage 2, children progress by building upon their earlier experiences. We aim for them to become more adept at using their knowledge and experience of techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different types of art, craft and design. Key Stage 2 children collate ideas and evidence of skill development in individual sketch books. We value these as a personal record of their artistic journey and therefore no two sketchbooks will be alike.

Pupils should learn how to further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of two and three dimensional media and digital media through approaches that include investigation, experimentation and exploration.

Pupils will develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as long, contemporary and industrial/applied contexts.

To develop this knowledge and understanding, pupils will look at, talk about, critique and creatively respond to the work artists, craftspeople, film and media makers, architects and different forms of

designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.

Cross-curricular links:

Wherever possible, cross-curricular links are made with other subjects such as English, History and Geography (particularly our locality studies). We also endeavour to create artistic opportunities in connection with cultural events and current affairs both locally and internationally, such as Remembrance Sunday, Mother's Day, Christmas and Easter.

Enrichment:

All children are invited to attend our after-school Art clubs in the Autumn and Spring term. We seek to participate in local/community art activities and competitions, and encourage all children to access any events which have been organised.

Assessment:

The way we assess pupils' art attainment has been influenced by recommendations from the National Society for education in Art and Design (NSEAD) (Appendix 2). It encompasses four main areas: generating ideas, making, evaluating and knowledge and understanding. It includes not only what pupils make but also how they make it, what skills they acquire and what they know about the tools and materials they use. We seek not to base judgements on final pieces of work, and moreover, use various kinds of evidence such as sketch books, application of specific skills and discussion with children about the reasons for choosing particular techniques and materials. The evidence for assessment occurs in different forms and at different times throughout the course of a unit of work and is not necessary to assess everything at the same time. Over time, this enables us to build a profile of achievement for each child across all four of the progress objectives.

The criteria for establishing progress and achievement are as follows:

- **Exceeding** – pupils will typically be providing evidence which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and are above the norm for their peer group. Assessment in each of the strands could be described as:
 1. *Generating ideas*: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
 2. *Making*: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
 3. *Evaluating*: Showing greater: judgement; autonomy; independence; perception; subtlety.
 4. *Knowledge*: Showing greater: breadth; contextual understanding; explanation; judgement.
- **Meeting** – pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows they have understood and confidently

achieved the assessment criteria. They are working at a standard which is appropriate for their peer group.

- **Developing** – pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

Equality and Diversity

It is the responsibility of all teachers at Bill Quay Primary School to ensure that all pupils irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the art curriculum and make the greatest possible progress in accordance with recent legislation.

The Art and Design Programme of Study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Role of the Subject Co-ordinator

The Art Co-ordinator will monitor the implementation of this policy and review and amend it as necessary. Monitoring of standards in art will be undertaken through:

- Observation of lessons
- Scrutiny of sketch books
- Discussion with pupils

The Art Co-ordinator will also be responsible for reporting to the Governing Body on standards and developments in art on an annual basis. A subject improvement plan will detail steps needed to progress standards in teaching art. This will be updated and reviewed annually.

Appendices

Appendix 1 – Progression in skills document

Appendix 2 – Assessment Framework