



Art and Design Policy

"The Lord has done great things for us; we are glad" Psalm 126:3

Great Barton C of E Primary Academy

Art and Design Policy

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Date Approved by Governors –

Review Frequency – Bi-annually



Reviewed By -

Signature

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Comments-

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Signature

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This policy covers:

1.1 Purpose of study

1.2 Aims (Intent)

1.3 Objectives (Implementation)

1.4 Roles and responsibilities (Monitoring and Impact)

1.5 Resources

1.6 Health and safety

1.7 Inclusion

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1.1 Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Revised National Curriculum 2014

1.2 Aims (Intent)

At Great Barton we aim to:

1. Enable children to become visually literate and understand that art is a creative form of communication.
2. Enable children to use a wide range of media to communicate ideas and feelings.
3. Enable children to acquire and develop a range of skills and techniques which they can apply across the curriculum and beyond.
4. Develop children's capacity for imaginative and independent thought to enable them to experiment without the fear of failure, there is no right or wrong in art.
5. Enable children through observation to learn about the world around them.
6. Enable children to become independent in the planning and reviewing of their work.
7. Help children learn about the role of art, craft and design in their environment and take inspiration from it.
8. To develop an appreciation for artists from different eras, cultures and religions and their different styles of art.

1.3 Objectives (Implementation)

To meet our aims we will:

1. Ensure planning covers the modules outlined for each year group, with one area covered half termly as outlined in the school's selected scheme – *Kapow Primary*.
2. Ensure learning objectives are clear and fulfil the *Kapow Primary* planning documents.
3. Link Art and Design activities to other areas of the curriculum where appropriate and without diluting the learning objective.
4. Ensure the success criteria are discussed and agreed with the children.
5. Use a wide range of mediums and techniques and ensure time for the exploration of the potential and limitations of each.
6. Introduce, teach and review the specific technical vocabulary set out in the *Kapow Primary scheme*.
7. Establish an environment and atmosphere in which creativity and experimentation during the making process are as valuable as the end product.
8. Provide the opportunity for contact with the work of other artists and designers from different eras and cultures and religions at regular intervals.

9. Use memory and imagination as starting points as well as developing work from direct observation.
10. Encourage pupils to collect resources and ideas from which to develop their artwork.
11. Allow children time to reflect and talk about their work and to verbalise and make changes as they see fit.
12. Introduce 'sketch books' (separate books or individual pages within art folders) at Key Stage 2 and encourage older children to plan, evaluate and re-visit their work.
13. Use displays to provide inspiration, show individuality and celebrate the children's achievements and successes.

1.4 Roles and responsibilities (Monitoring and Impact)

The Head Teacher will be responsible for:

- Supporting the Art and Design Co-ordinator.
- Allocating the budget.
- Developing the monitoring policy to assess impact.
- Reporting to the Governors about any monitoring that has taken place.

The designated Art and Design Governor will be responsible for:

- Supporting the Art and Design Co-ordinator.
- Monitoring the impact of the Art and Design provision.
- Reporting to the Art and Design Co-ordinator, Head Teacher and Governors regarding any monitoring that has taken place.

The Art and Design Co-ordinator will be responsible for:

- Monitoring the effective planning (intent), teaching (implementation) and assessment (impact) of Art and Design throughout the school in line with the school's monitoring policy.
- Monitoring the impact of Art and Design through the children's work, uptake of creative clubs, outside interests and achievements beyond school.
- Arranging and promoting creative clubs and competitions both in and after school.
- Offering support and advice on possible teaching activities to all staff.
- Informing staff of relevant courses to encourage personal professional development and providing in house CPD where appropriate.
- Providing appropriate mediums, resources and inspirational experiences to facilitate and promote the Art and Design curriculum.

Class Teachers will be responsible for:

- Adapting and teaching Art and Design lessons following the activities and progression of skills outlined in the *Kapow Primary scheme*.
- Creating documents and resourcing materials for the lessons outlined in the *Kapow Primary scheme*, including the title of the current module and the learning objective for the piece of work.

- Planning and supervising Art and Design lessons with reference to relevant guidance and risk assessments using the *Kapow Primary risk assessments* and the school's Health and Safety File.
- Assessing and monitoring pupils' progress and attainment for each half termly module with reference to the *Kapow Primary assessments*.
- Reporting on pupils' attainment at the end of each term using 'Insight'.
- Providing evidence of impact by filing work and photographs into the pupils' folders and sketch books. Collecting and uploading images of pupils' work at the end of each half termly module to the Art and Design monitoring file on the Google shared drive.
- Displaying artwork to raise the profile of art and to celebrate pupils' creations.
- Completing necessary Art and Design orders for resources throughout the year (autumn 1, spring 1 and summer 1).

1.5 Resources

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. An audit to enable the updating and replenishment of the Art and Design resources available in school is carried out together with individual class orders for resources to fulfil the Kapow Primary lessons (autumn 1, spring 1 and summer 1).

1.6 Health and Safety

Learning opportunities may be hampered when matters of Health and Safety are not given proper attention. It is not always possible to remove all risks and hazards, therefore, those responsible for planning, delivering and supervising art lessons must refer to the *Kapow Primary risk assessments* and the school's Health and Safety File (located on the art shelving in the central art room).

1.7 Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We therefore aim to make Art and Design accessible to all and accommodate ourselves to individual needs as appropriate and in line with the school's Equal Opportunities Policy.

1.8 Spiritual, moral, social and cultural development

SMSC is intrinsic to our curriculum, through our threads and our school ethos. Art and design offers an opportunity to explore these areas further. Spiritual aspects are explored through pupils' emotional responses to artwork, learning about oneself and others and using their imagination and creativity to share ideas. Moral issues are raised through a range of subject matter and artists, offering opportunities to share viewpoints and present reasoned arguments. Social skills are promoted through collaborative artwork and participation in numerous local community projects. Cultural aspects are explored and appreciated through artworks from a variety of cultural backgrounds, with opportunities to develop and celebrate diversity through their own creations.

1.9 Review

This policy will be reviewed June 2024.