

Burton Leonard Church of England (VC) Primary School



Art and Design Policy 2022-2025

Intent

At Burton Leonard School it is our intent to educate the 'whole person'. Art and Design plays a very valuable part in this process as we believe children learn as much through visual images as they do through words. We aim to promote the development of visual literacy and knowledge and understanding of art, craft and design and to introduce our pupils to our diverse artistic heritage and a variety of other artistic traditions, together with the ability of making practical connections between this and their own work. We aim to foster visual perception and the development of skills associated with investigating and making in art, craft and design.

In teaching Art and Design in our school we intend:

- To allow the children to develop individuality and self-awareness.
- To express themselves creatively and imaginatively.
- To investigate.
- To work with a variety of media, to gain experience through two and three dimensional work and develop skills with varying techniques.
- To develop an appreciation of line, shape, form, pattern, colour, tone and texture.
- To develop personal confidence.
- To develop an appreciation of art in all its forms.
- To develop a sense of enthusiasm and interest in their own work and in the work of other artists - their peers, members of the local and wider community and well-known artists from a variety of periods and cultures.
- To use our local environment, local knowledge and skills

Implementation

Art and Design curriculum planning

Current Government guidelines are used to inform Art and Design planning in our cross-curricular creative curriculum across all key stages

Key Stage 1

Throughout this key stage children will be taught to:

- represent in visual form that which they observe, remember and imagine, recording their experiences
- select from a range of items they have collected and use them as a basis for work.
- work practically and imaginatively with a variety of materials and methods.
- implement simple changes in their work in the light of progress made.
- recognise different kinds of art.
- identify some of the ways in which art has changed, distinguishing between work in the past and present.
- begin to make connections between their own work and that of other artists.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 2

Throughout this key stage children will be taught to:

- develop and extend the skills acquired in Key Stage 1
- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an 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, clay]
- about great artists, architects and designers in history.
- represent their observations in a more exact and refined way.
- make a more mature use of tone and colours.
- select the most appropriate media and equipment for the execution of their work.
- be able to collect or make a variety of illustrations suitable for a variety of themes.
- experiment with a variety of ways to execute the same image.
- experience all forms of drawing / colouring / painting / printing / fabric work, clay or other modelling media and to use, where appropriate, ICT.
- identify different kinds of art and their purposes.
- distinguish some of the more easily identifiable periods of art through the ages as well as art forms from other cultures and be able to make imaginative use of this knowledge in their own work.

The Early Years Foundation Stage

We relate the Art and Design aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for:

- Expressive Arts and Design: Exploring and using media and materials
Being imaginative

Inclusion

At our school we teach Art and Design to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our teaching of Art and Design we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Assessment

Children demonstrate their ability in Art and Design in a variety of different ways. Pupils and teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Verbal feedback is given to the child to help guide his or her progress. Our children are encouraged to make judgements about how they can improve their own work and to give feedback to others through peer assessment galleries.

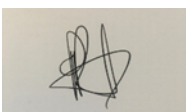
Impact

Monitoring and review

- Children are assessed continually to ensure their progress. There is no formal testing. The teacher's assessment will be based on the observation of the child's work together with documentary evidence. Progress is recorded annually on our Art and Design tracking document.
- It is the responsibility of the Art and Design subject leader to monitor the standards of children's work and the quality of teaching in Art and Design. The subject leader is also responsible for supporting colleagues in their teaching, influencing practice and for being informed about current developments in the subject, and for providing a strategic lead and direction for Art and Design in the school. The subject leader evaluates strengths and weaknesses in Art and Design, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe learning in Art and Design.

Subject Leader – Mrs Rachael Heys

Adopted Spring 2022
Next review Spring 2025



Amanda Tounson