

Bidston Village CE Primary School

POLICY FOR ART AND DESIGN

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POLICY for ART and DESIGN

Intent

Art is an integral part of our curriculum at Bidston Village Primary School. We believe it enhances and improves the self-esteem of all of our pupils. We aim to foster a passion for creative expression by providing all pupils with the skills and knowledge to create pieces of they can reflect on, refine and be proud of. We focus on developing the pupil's disciplinary, theoretical and practical knowledge. These areas are developed continuously throughout the school from Sunflowers to Year 6 through an exciting and detailed curriculum. We recently achieved the Artsmark Gold Award through a variety of 'Arts' inspired events including the annual art gallery where the children can showcase their work and feel a sense of pride and achievement.

Implementation

We have developed an 'Essentials Curriculum' with threshold concepts for art, based on essential characteristics that children need to develop. Children explore the same threshold concepts in every year group and gradually increase their understanding of them. These threshold concepts are explored within a breadth of different contexts. Breadth provides the contexts for exploring the threshold concepts and has two roles, knowledge and transference. As the threshold concepts are repeated in each year group it is important that pupils progress in their understanding of them. The children will develop their practical, theoretical and disciplinary knowledge throughout each topic. We use milestones for progress, with each milestone containing a range of descriptors which gives more detail to be discovered within the concept.

Impact

Our aim is for the children to be inspired by the work of famous artists, have the chance to visit local galleries or exhibitions and make community links, such as the 'Art Award' with the Williamson Gallery. Art is an exciting subject that can be linked to many other areas of the curriculum giving us the opportunity to create high quality display work. Art promotes spirituality by providing rich opportunities for pupils to explore both the spiritual dimension and natural phenomena. Pupils are given the opportunity to express their own big ideas about life. In addition, we measure the impact of the curriculum by assessing against the Chris Quigley milestones, pupil discussions about their learning, sketch book scrutinies and monitoring displays of pupil's work.

Aims and purposes of art and design

Art and design offers opportunities to:

- ❖ Develop children's understanding of colour, form texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- ❖ Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- ❖ Explore ideas and meanings in the work of great artists, craftspeople and designers, and help them learn about their different roles and about functions of art, craft and design in their own lives and in different times and cultures.

- ❖ Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

### Expectations

Progression in art and design is shown through the different expectations at each key stage. The following expectations are based on Level 2 being the expectation for the majority of children at the end of key stage 1 and level 4 being the expectation for the majority of children the end of key stage 2.

By the end of Year 2, most children will be attaining level 2 and able to:

- ❖ Use a range of materials creatively to design and make products.
- ❖ Use drawing, painting and sculpture to develop and share their ideas, experiences
- ❖ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ❖ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of year 6, most children will be attaining level 4 and will be able to:

- ❖ Create sketch books to record their observations and use them to review and revisit ideas
- ❖ Use to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- ❖ Learn about great artists, architects and designers in history.
- ❖ Adapt and modify their work to realise their own intentions.

### Long Term Plan

The EYFS curriculum is adapted and modified on a yearly basis depending on the cohort that year.

Key Stage 1 and 2 follow Curriculum Companion Art and Design by Chris Quigley Education LTD.

(See Curriculum overview sheet)

### When/ where is the subject taught?

Art and design is taught both as discrete subject and whenever possible through other subjects.

The organisation of art and design may differ between each year group, as well as each key stage. The amount allocated to art and design in any one week, or term may vary for each particular class.

In the Foundation Stage, art and design forms part of the 'Expressive arts and design' area. Expressive art and design is integrated into continuous provision within the foundation stage. Key skills are taught throughout each half term to meet the needs and the ages of the children. A thematic aspect with EAD is planned for to enrich the learning and interests of the children. Throughout the year artists are introduced to the children and used as a discussion stimulus for independent work.

The time allocated for teaching art and design in Key Stages 1 and 2 is the equivalent of a whole afternoon for three weeks at the end of each term.

### Entitlement

All pupils are entitled to the same broad and balanced curriculum and this includes art and design. However, entitlement does not automatically ensure access to it or progress within it. If pupils are to gain maximum access and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential. All pupils regardless of age, impairment, religion, sex or race, will have the same opportunities to benefit from the teaching of art and design.

### Role of the Co-ordinator

The role of the co-ordinator is to:

- ❖ Keep up to date by attending courses organised by the LEA;
- ❖ Provide guidance and support in implementing the art and design framework;
- ❖ Lead the creative team;
- ❖ Organise, maintain and purchase teaching resources;
- ❖ Provide in service training.

### Co-ordinator

Nicole Gilbert

### Planning

Planning for art and design in key stage 1 and 2 is based on the Curriculum Companion Art and Design by Chris Quigley Education LTD.

Planning for Creative Development in the foundation stage is based on the EYFS Statutory Framework.

### Medium Term Planning

Medium term planning is incorporated within the planning for each topic in the Essentials curriculum. Plans identify learning objectives and teaching activities.

### Teaching and Learning Styles.

Wide ranges of teaching strategies are used in the teaching of art and design. Approaches need to be related to the topic itself and to the abilities and experiences of both teachers and pupils.

Our teaching at all levels shall include:

- ❖ Teacher exposition;
- ❖ Discussions (pupil/pupil, and teacher/pupil);
- ❖ Consolidation and practice of fundamental skills and techniques;
- ❖ The use of ICT;
- ❖ First hand experience;
- ❖ Investigation work;
- ❖ Class work, group work, individual work;
- ❖ Recording and observation through sketching, painting, printing, collage, textiles and sculpture;
- ❖ Experience of artists and craftspeople;
- ❖ Provision of different media.
- ❖ Sketch book from Year 1-6

### Use of ICT

Children have access to ICT facilities, which have appropriate software to support the teaching of art. Children are also able to extract information from the Internet to further their knowledge of art and design. Access to a digital camera, iPads and scanner is available under adult supervision.

### Display

Children's achievements in art and design should be celebrated and shared throughout school. Work should reflect the range of ability in class and should be displayed sympathetically. Children should be involved in discussing how their work should be displayed, whenever possible and displays should be stimulating and interesting to encourage discussion. A yearly art gallery celebrates the achievements of every child.

### Assessment

See policy for assessment. The milestones progression map and Chris Quigley assessment sheet are used for assessment yearly to show the progress and attainment of each child. At the end of F2 pupils are assessed as having met the expected Early Learning Goal or emerging within it.

### Marking

See policy for marking.

### Resources

Artworks and reference materials used as stimuli for art and design are kept in the art areas for access by all members of staff.

In FS and key stage 1 and 2 resources are kept in classrooms or centrally stored or in art cupboards.

### Health and safety

See policy for health and safety.

### INSET

As areas of need are identified, the co-ordinators ensure that in-house training or LEA courses address the issues. LEA provision is assessed by the co-ordinator and relevant staff members attend courses as appropriate.

### Review and Monitoring of the Art and Design Policy

The policy will be reviewed annually by the co-ordinator, or when initiatives are being reviewed. All members of staff and governors will be consulted regarding any proposed changes.