

# Art & Design Policy

## Overview

This policy for Art teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

## 1) Aims and Opportunities

### 1.1 Aims

At Bridstow School we intend that children should master Art and Design to such an extent that they can go on to have careers within Art and Design and make use of art effectively in their everyday lives. Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

### 1.2 Opportunities

Art offers opportunities for children to

- To stimulate creativity and imagination through a range of visual, tactile and sensory activities;
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To improve children's ability to control materials and tools and to develop a range of artistic techniques;
- To develop children's ability to communicate ideas, opinions and feelings about their own work and the work of others;
- To increase critical awareness of the roles and purposes of art and design in different times and cultures;
- To foster an enjoyment and appreciation of art and knowledge of a range of artists, craft- people and designers and understand the historical development of their art forms.

## 2) Organisation and Planning

### 2.1 Time allocation

Art will be taught for 8-12 hours each term, depending on the skills being developed. Skills may be taught discretely for an hour a week or linked to topic/occasion where it is appropriate and purposeful. This will be at the discretion of individual class teachers.

### 2.2 Planning

The KAPOW Art scheme of work provides the framework for learning and teaching in Art. Because of Bridstow's combined year group model, long term planning is based upon a 2-year rolling programme to ensure complete coverage and progression for all pupils (See long-term plan).

One skill is taught, developed and mastered each term. Teachers should use the lesson plans in the scheme adapting to a topic theme if purposeful, whilst ensuring the learning objectives remain the same in order to ensure progression.

In the EYFS, a rich, enabling environment ensures children explore art creatively through the week inline with EYFS goals. Children learn about line, colour, value, shape, form, space, and texture through Drawing, Sketchbooks, Printmaking, Sculpture, Design, Painting and Craft. Children have an awareness of the work of a range of artists, craftspeople and designers in history, and are able to describe the differences and similarities between different art forms, making links to their own work (see long-term plans).

Throughout KS2 we promote the use of Sketchbooks. These books are used for children to record and explore ideas, develop skills, try out new techniques and explore the work of other artists. These books are then used to help assess progress.

### **2.3 Computing**

We use ICT to support art and design teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in Art at Key Stage 2. KS1 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 digital cameras to record their observations. Children use the internet to find out more about famous artists and designers. Interactive whiteboards are used across the school to aid teaching and learning.

### **2.4 Extending the curriculum**

Children should develop an understanding of art through first-hand experience. Wherever possible children will be given opportunities to visit local museums, shops and restaurants and meet with designers, artists, printers, illustrators and students from college or secondary schools.

### **2.5 The learning environment**

We aim to provide a rich, creative learning environment where children feel secure and where creative exploration and experimentation is encouraged and children's design ideas and suggestions ideas are valued.

### **2.6 Management and organisation of resources**

The art subject leader will order consumable resources at the end of each term for specific planned projects. A request for alternative or additional resources can be made at this time.

The consumable resources are stored in labelled boxes, based in the central store (Oak teaching room) and can be taken to the classroom for the length of the skill being taught.

Paintbrushes, painting equipment, printing materials and other resources are also kept in the Oak Room and should be returned cleaned.

### **2.7 Health and safety**

Risk assessments will be carried out prior to art projects such as Batik. Teachers will always teach the safe use of tools and equipment and insist on good practice. Children will be taught how to take steps to control risks. Wax pots will be used by adults only due to the high heat.

## **3) Links with other subjects and key competencies**

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. 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.



Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. Children develop self-confidence by having opportunities to explain their views and preferences of other children's work and to offer ideas and suggestions for improvement.

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. Groupings 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 co-operate 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.

