

# Art and Design POLICY 2023

## Corrie Nursery and Primary School



Approved by:	FGB	Date:	March 2023
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Next review due by:	Spring term 2025		

## **Mission Statement:**

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school.

At Corrie we value the Arts and Democracy as the main drivers of our Art and Design curriculum. We value the opportunities art enables all children to express their understanding of concepts that they can't explain verbally, for example, using diagrams, actions, dance and role play. We aim to provide a learning atmosphere which encourages curiosity, perseverance, open-mindedness, critical reflection and co-operation. We endeavour to provide a broad and balanced learning experience for all our children and, wherever possible, opportunities to develop skills and gain an understanding of Art and Design concepts through first-hand experience and practical work.

## **1 Aims and objectives**

**1.1** It is the aim of Corrie Primary and Nursery School to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Art, craft and design has a significant and valuable role to play in the overall ethos of Corrie Primary and Nursery school.

**1.2** The aims of art and design are:

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **2 Teaching and learning style**

**2.1** The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give

children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. We offer opportunities to develop skills through art linked to our Kagan topics. Children also have the opportunity to use a wide range of materials and resources, including ICT.

**2.2** We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### **3 Art and design curriculum planning**

**3.1** Art and design is a foundation subject in the National Curriculum. Our curriculum has been carefully designed, planned and organised to ensure that 'arts' and 'democracy' lie at the heart of all that we do, whilst meeting the statutory requirements of the National Curriculum. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

**3.2** Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year. The art and design subject leader supports all elements in art and design. Each child has their own Art and Design sketchbook to record their observations and use them to review and revisit ideas which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

**3.3** Art and design is planned termly by the class teachers. The subject leader develops links through art and design between the Local Authority, parents and the community.

**3.4** We plan activities in art and design so that they build upon the prior learning of the children. Whilst we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**3.5** Art and design is offered as a golden time activity.

### **4 EYFS**

**4.1** We encourage creative work in the nursery and reception classes. Skills in the Foundation Stage are planned through the objectives within the EYFS. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources

and pursue their own creative interests and talents in addition to the planned learning experiences.

**4.2** We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

#### **4.3 Key stage 1**

Pupils are 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, craft makers and designers, describing the
- differences and similarities between different practices and disciplines, and making links to their own work.

#### **4.4 Key stage 2**

Pupils are 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.

Pupils are taught:

- 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.

#### **4.5 Inclusion:**

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design

### **5 Contribution of art and design to teaching in other curriculum areas**

Art is widely used across all areas of the curriculum.

#### **5.1 English**

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.

#### **5.2 Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of spatial reasoning skills, pattern, shape and space through work in two and three dimensions.

### **5.3 Information and communication technology (ICT)**

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Children collect visual information to help them develop their ideas by using iPads to record their observations. Children use the internet to find out more about famous artists and designers, or local exhibitions within the community. Our website is used to promote events and show images of children's artwork and achievements in this area.

### **5.4 Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. Children are encouraged to enter competitions and exhibit their work. We celebrate with parents'/carers art and design involvement and successes during assemblies.

### **5.5 Spiritual, moral, social and cultural development**

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 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.

Children have an opportunity to feedback their thoughts about art at school.. The children learn to respect and work with each other and with adults including art practitioners, 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. All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

## **6 Teaching art and design to children with special needs**

**6.1** We teach art and design to all children, whatever their ability. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to individual needs.

## **7 Assessment and recording**

**7.1** We assess the children's work in art and design whilst observing them working during lessons. Teachers record the progress made by children. The teacher records termly, the level that each child has reached, and may use this information to plan future work. This information is passed on to the next teacher at the end of each year.

**7.2** The art and design subject leader collects examples of the children's work from throughout the school. Work is displayed in classrooms and around school. Work is sent for exhibition and competition purposes. Artwork is displayed on the website. Photographic evidence is kept in a portfolio.

## **8 Resources**

**8.1** We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the resources room. We provide opportunities for children to take part in arts awards and invite visiting artists to work with children to give them the experience of working with a professional

## **9 Monitoring and review**

**9.1** The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SMT. The subject leader attends Art network meetings and feeds back to staff new information and ideas. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed: *Sharon Palfreyman*  
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