

# Raynham Primary School Policies



Art and Design Policy

## ART AND DESIGN POLICY

### Statements of Aims:

- To cultivate the emotional, physical, intellectual and spiritual development of pupils through encouraging them to explore, interpret and record their experiences.
- To enable children to communicate their feelings about their personal, social and cultural worlds.
- To develop and use their own imagination and understand that art values a range of personal responses.
- To understand that art enables children to:

Observe  
Imagine  
Express feelings  
Explore ideas  
Experiment  
Develop skills  
Record  
Research  
Reflect

- To provide children with an interest in the world of art, craft and design that will add another dimension to their life.
- To be used across the curriculum to consolidate and support learning.

### Objectives

- To encourage children to be curious about the visual world.
- To enable children to develop and use their imagination.
- To record responses through observations.
- To learn new skills and develop ideas through manipulation of materials.
- To imagine and communicate ideas and feelings.
- To design and make images and artefacts.
- To assess, record and value achievement in art.
- To enable children to work as individuals, in groups and as a whole class.
- To introduce children to the work of artists and develop appreciation.
- To review and evaluate own artwork and that of others.
- Through display, to provide an attractive and stimulating environment using children's own work and that of others.

### Teaching and Learning

- Children can understand the learning objectives of an activity or project (in order to develop their ideas from start to finish).
- They gain experience of a wide range of techniques with appropriate resources.
- There is ongoing discussion about work as it progresses, with an introduction using the appropriate vocabulary.
- They are provided with encouragement and praise.

- There is effective display of their work to stimulate and celebrate achievement.
- There is support provided for children with special needs.
- There are opportunities for More Able pupils to develop their skills at an advanced level.
- They have an opportunity to work in a variety of situations: individual, group and as a whole class.
- There is an opportunity for teacher led and self-directed paths of enquiry.
- Children gain experience from visiting art galleries and museums.

### **Ongoing Evaluation and Assessment**

1. Assessment will take place verbally between child and teacher (evaluation sheets may also be used by the child in Key Stage 2) in which they are encouraged to appraise their own work and progress.
2. Assessment will be based on the teacher's continual observation of a child's work, through small group discussion in the context of practical tasks and specific assignments for individual children.
3. A school portfolio will be developed to aid assessment.

### **Equal Opportunities**

1. Art from Western and Non-Western cultures will be valued and studied in line with the national curriculum.
2. All children will have access to the full range of tools and techniques appropriate to their stage of development.
3. Art will be seen as a valuable medium for children with English as an additional language / statemented children and children with special educational needs and disabilities with behavioural problems.
4. Teachers will be aware of and take action to avoid possible gender stereotyping.
5. More able children will have opportunities to develop and progress skills.
6. Recognise art as a means of communication without boundaries and that art can offer those with learning difficulties or emotional problems a means of expression.
7. Be aware that Art can be therapeutic for all abilities.
8. To be aware that art can provide insight into a child's emotional state.

## **Foundation Stage**

1. Children's mark making will be valued as a form of early expression/ writing skills.
2. Children will be given the opportunity to work with a range of tools and materials which they may not previously experienced in accordance with the Foundation Stage Goals for creative development.

## **Recording and Reporting**

1. A sample of work from each topic will be kept to develop a school portfolio, from which children's progress may be evaluated.
2. Feedback from ongoing assessment on each piece of work

## **Resources**

The art budget will be used for the maintenance and acquisition of basic and essential art materials. Specialist resources will be provided where necessary to support the implementation of the national curriculum and curriculum guidance for the Foundation Stage Goals. Resources are stored in the Middle Floor Stockroom.

## **Health and Safety**

1. Aprons should be worn to protect children's clothes from messy materials. Eye protection and gloves are also available when necessary.
2. Long hair should be tied back during messy activities and those involving tools.
3. The Enfield Health and Safety guidelines should be followed when purchasing and using art materials and tools.

## **Cross Curricular Development**

- 1.) Art can initiate and support learning across the curriculum:
  - Art is a valuable tool to develop gross and fine motor skills
  - Book-making, model-making, illustration and display support topic work.
  - Observation is sharpened and recorded through drawing for Scientific investigation.
  - Art materials are used constructively in historical, geographical, mathematical and technological contexts.
  - Art can be used to assess knowledge and understanding of learning in other subjects

2.) Art itself draws on knowledge from across the curriculum.

**Performance Indicators and Evaluation**

1. Children show excitement, enthusiasm and interest in their art work and the work of others.
2. Children and teachers have a knowledge of a wide range of techniques.
3. Teachers are happy with the national curriculum coverage and Foundation Stage Goals.
4. INSET available to support teachers.

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