



Temple Sowerby CE Primary School

Art and Design Policy

2020/2022

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
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Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Art and Design Policy

Introduction

At Temple Sowerby C of E Primary School, we encourage our pupils to become lifelong learners. We believe art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It sparks their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practice with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate

Aims and Objectives

We aim to offer children opportunities to:

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- use art to extend and enrich other curriculum areas

Teaching and Learning Styles

We plan opportunities for:

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first-hand experience
- visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area

- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school

Curriculum Planning

The Foundation Stage

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space. They develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions.

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world. Pupils learn to improve their use of tools and become confident in using a variety of techniques. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

Differentiation

Differentiated activities across the school will take account of the children's differing needs and abilities (working towards, at expected level and at greater depth) ensuring all children have access to the curriculum at the appropriate standard. Children with special educational needs are supported to enable them to achieve the learning objective (see the Special Educational Needs Policy and the Equal Opportunities Policy for details).

Equal Opportunities

The Governing Body will ensure compliance with current legislation regarding Equal Opportunities. All pupils at Temple Sowerby CoE Primary School will be given equal opportunities to access the Art and Design curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

Assessment

Assessment is a vital tool in the teaching of art, designed to monitor children's progress and measure attainment. It is also used to inform future planning. Teachers are responsible for assessing and

recording children's progress in the school's art and design assessment tracker. Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. At the end of the academic year, children's assessments are passed on to the next teacher, if the children are moving classes.

Co-ordinator for Art and Design

The co-ordinator of art and design is Miss J. Winter. It is considered her role to monitor the quality of resources available and, with the Head teacher, to monitor and evaluate the quality and effectiveness of teaching throughout the school.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art subject leader, the Headteacher and the class teacher.

The main aspects of the art subject leader involve:

- providing leadership and direction in art
- ensuring the national curriculum is implemented effectively
- working closely with staff, offering guidance, support, leadership and arranging in-service training as appropriate
- scrutinising work and the results of termly/annual assessments throughout the school and providing feedback
- managing, storing and updating resources, following a whole school audit
- monitoring and evaluating the quality of teaching and learning throughout the school in art
- monitoring pupil opinions and feedback yearly (pupil voice)
- liaising with the governor responsible for art, other schools and the LA
- coordinating the review and updating of the policy when necessary
- ensuring the art Action Plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities

This policy is a working document and as such will be reviewed on a regular basis. Children, parents, staff and governors will be consulted to evaluate and review the effectiveness of this policy.