

Woodcroft Primary School

Art and Design Policy 2018

DEFINITION

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

AIMS

The core curriculum for art and design aims to ensure that all pupils:

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

TEACHING OBJECTIVES

National Curriculum Subject content:

Key stage 1

Pupils should be 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

Key stage 2

Pupils should be 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 should be 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

CREATIVE CURRICULUM TOPIC MAP

A topic grid is included with this policy on the Art & Design Curriculum Page on the website

PLANNING

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught through our Creative Curriculum Planning and mapped using the Creative Learning Journey planning wheels. This programme is into the cross curricular creative planning across the school.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

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 Creative Planning Wheel is to be used for planning of units which are skills based. Teachers will plan before the start of each new theme, and at this point highlight the skills that will be covered. Teachers will then meet on a weekly basis to plan lessons connected to each particular unit. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out through the use of sketchbooks, examples of work and photographs. This will portfolio the pupils' levels of achievement of work.

Progress against key objectives is tracked using the Target Tracker.

Formative assessment is used to guide the progress of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings

MONITORING

Teaching and Learning for Art and Design is monitored using the **Art and Design Passport to Success**.

INCLUSION

Woodcroft Primary School Mission Statement

'Together Towards Success'

Together we aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

Towards an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community.

EQUAL OPPORTUNITIES

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

HEALTH AND SAFETY

Children should be working in a safe environment, both in and out of the classroom. When taking temperature readings, spirit thermometers or crystal strips should be used. Thermometers containing mercury are not safe to use in the primary classroom. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads or water hazards.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Asking parents to send in artefacts and inviting people to come in to talk about their past.

Updated Sept 2018 by Miss Blyth (Art and Design Subject Coordinator)

Date for Review: September 2019