

# **CANTRELL PRIMARY AND NURSERY SCHOOL**



## **ART AND DESIGN POLICY**

**January 2022**

## **The importance of Art and Design**

This subject encourages self-expression, creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of responding to the world. Pupils use colour, form, texture, pattern and various media and processes to communicate what they see, hear, feel and think. Through these activities, pupils learn to make informed judgements and practical decisions. In this way, they are actively involved in shaping the environment at Cantrell. Pupils explore the ideas and meanings of Artists, Craftspeople and Designers. Pupils learn about the diverse roles and functions of Art, Craft and Design in contemporary life and in historical times and cultures. Understanding, appreciation and enjoyment of this subject can enrich our personal and public lives.

### **Aims**

- To develop excellent standards throughout the school.
- To develop visual and physical awareness and good practise in art education.
- To be given opportunities to enjoy art, to express creatively and with imagination.
- To be able to record work and ideas.
- To become visually literate by experiencing the visual elements of Art.
- To develop critical thinking skills.
- To experience the Art of different cultures and times.
- To experience different media and to experiment.
- To develop independence and leadership qualities within the arts.

### **Curriculum Plan**

Programmes of study are developed to be in keeping with the 2014 Primary Curriculum, School Curriculum and seven Artsmark Quality Principles. The seven Quality principles are:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

We aim to offer opportunities to young people which will develop them as well-rounded, cultured and socially responsible individuals. Our teachers provide art lessons which are connected and relevant to the wider school curriculum. Wherever possible, we use a topic-based approach in order to enrich children's wider learning and understanding of art. This approach means that art can be used to enrich learning in the wider curriculum.

Practitioners plan their art activities with the support of the Art and Design Co-ordinator using the new progression document covering EYFS-Year 6. This ensures that there is a clear

progression of skills and art units are taught sequentially in order to build upon previous learning. Key ideas are revisited, extended and consolidated across school. It is important that skills and concepts, are taught discretely in order for them to become transferable across a range of tools and materials. This progression document also ensure that children are familiar with, and inspired by, the lives and work of a wide range of artists with an aim to promote those of BAME background.

We follow a pedagogical approach of; plan, do, redo to instil within children the concept of drafting and re-drafting work. The power of critique is harnessed to provide children the opportunity to reflect on their work and that of others. Learners are trained to critically evaluate work in a supportive manner. Be kind. Be helpful. Be specific.

### **Teaching and Learning**

- Pupils have opportunities to observe and record from memory and from what they see, feel and hear.
- Pupils are given opportunities to record creatively, imaginatively, representing their moods and feelings.
- Pupils are taught the visual elements of art, line, tone, colour, texture, pattern, form and shape.
- Pupils are introduced to a range of artists, craftspeople and designers.
- Pupils are given the opportunity to work with local artists.
- Pupils visit galleries and work in situ
- Pupils study works of art from different cultures.
- Pupils learn to evaluate and assess.
- Pupils are taught 2D and 3D methods.
- Pupils are taught how to use a sketchbook.

The Art subject leader is responsible for planning, continuity and progression and for the monitoring and evaluation of the subject. Each member of staff is responsible for ensuring that this subject meets the needs of the children in their class.

### **Resources**

Resources are regularly reviewed by the subject leader.

General materials are available in each classroom and each member of staff is responsible for ordering their own supplies, with the subject leader managing the budget. Other resources, books, posters, prints etc, are kept in the reprographics room.

### **ICT with Art**

Children use software to explore shape, colour and pattern. They collect visual information to develop their ideas by using digital cameras to record observations. Children use the internet to find out more about the work of designers and artists. Children work with artists to use ICT to develop their skills in animation.

### **Equal Opportunities**

All children are entitled to a curriculum that is differentiated and appropriate to their learning needs and that reflects global and anti-racist perspectives of society. Work is monitored for inequalities in attainment, for example, regarding gender and ethnicity.

### **Disability statement**

Resources and opportunities may be selected to enable individual pupils to progress and to demonstrate achievement.

### **Health and Safety Statement**

Children are taught to use items of protective clothing as appropriate and to develop safe and tidy work practices. Children are made aware of materials and tools in relation to dangers, storage and use.

### **Assessment**

- Informs future planning
- Provides information about individuals or groups
- Provides summative information
- Provides information for parents

Art is assessed in line with National Curriculum end of key stage statements and the guidelines of what characterises children's work at different stages. It is agreed by the staff who know their own pupils and the work entailed to produce the finished example.

Art work does not have to be marked and sketchbooks should be used as a working document. Feedback is given verbally and used to encourage discussion with pupils as they self-assess their work. Work with the pupils to develop ideas and techniques instead of telling them what their next steps will be. Peer critique can also be a beneficial way to assess in Art

as, again, it can promote discussions which support both pupils in developing their ideas and skills. Photos are kept in sketchbooks and for some projects, portfolios may be kept for a class, for a project or a display. A written report is provided for parents each year, along with the report by the subject manager, produced for the Governors.

### **Special Educational needs.**

Differentiation is mainly by outcome, though in some cases there may be the need to differentiate by task.

### **Display and Presentation**

Our displays at Cantrell, both in the public areas and the classrooms, help to project the values of the school to parents, the local community and to all visitors. We are proud of the children's work and so are they! The children help to produce an excellent learning environment.

### **Special needs: Gifted and Talented**

Children who are gifted and talented in Art, usually display exceptional interest. They work longer than others at set tasks and show attention to detail. They may draw fluently and record accurately, using appropriate perspective. They may have excellent expression and be more confident in their vision and engagement. They may show originality and flair. They may develop and interpret visual or physical ideas for a longer time.

**An Arts Ambassadors Club** currently runs on Tuesdays after school and is offered on a rolling programme to different year groups. We now have a group for gifted and talented pupils who are our Arts Leaders. This group of children are our representatives for the arts in our school. They have been part of whole school projects to promote art in our school, such as competitions, and have been involved in art projects in the wider community.

### **Roles and Responsibilities**

- To develop a clear view of the subject according to statutory requirements and its contribution to the whole school curriculum.
- To provide advice and documentation to support colleagues in teaching the subject and its constituent elements.
- To play a major part in organising policies, schemes of work and resources.
- To monitor by using the rolling programme.
- To evaluate standards of pupil's achievement.
- To identify trends and patterns in performance of pupils.
- To contribute to the overall evaluation of work and to make suggestions for improvement.

- To support colleagues in delivering and completing Arts Award (Discover, Explore and Bronze).

### **The Arts Role in the Recovery Curriculum**

Due to the huge impact that COVID-19 has had on our children, the visual arts have never been more vital to their well-being and development. Our aim is to utilise Art and Design to support our children in their integration back into school. Art has the power to inspire, and rekindle children's curiosities and can be an outlet for children to express themselves in a variety of ways. It can be also be used to re-connect with each other and the wider community. Positive relationships are vital for childhood development and we can use our Art and Design curriculum to foster collaboration, self-expression and rebuild confidence.