



# **Bradwell Village School**

## **Art and Design Policy**

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## **Art and Design Policy**

### **Introduction**

A high-quality art, craft and design education provides the foundations for fostering the individual child's creative ability and develops the technical and artistic knowledge and skills necessary to engage in art. Art and design education helps children explore the world at first hand using their senses through experimentation. Art develops children's aesthetic awareness, enabling them to make informed judgements about art, expressing and sharing their own ideas, feelings, thoughts and experiences.

We regard art as an important subject because:

- artistic creation can provide fulfilment throughout life;
- artistic observation can heighten perceptions;
- Art can contribute to cultural understanding.

### **Intent**

We aim for our Art and Design curriculum to 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. We want the pupils to think critically and develop a deeper understanding of art and design as they grow.

Our aims in teaching art are that all children learn to:

- find enjoyment in art and creativity;
- hold a positive self-image and confidence;
- discover a sense of purpose and fulfilment in artistic expression;
- appreciate a wide range of artists and art works;
- experiment with a range of media;
- use a range of materials and techniques competently;
- develop their observation and description skills;
- express ideas and feelings through creative work and in both two and three dimensions;
- value and respect their work and the work of others;
- discuss their work using appropriate vocabulary.

We aim for all children by the end of year 6 to:

- know what sketching means;
- know a range of sketching techniques;
- understand some art and design techniques, including drawing, painting and sculpture (for example, pencil, charcoal, paint, clay);
- know about some great artists, architects and designers in history;
- be able to sketch from observation;
- use a range of sketching techniques;
- select tools and materials for different art and design techniques – including drawing, painting and sculpture;
- have some control over a range of materials for drawing, painting and sculpting;
- be able to research artists, architects and designers.

They should also know how art, craft and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Implementation**

In 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;
- create sketch books to record their observations and use them to review and revisit ideas;
- 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;
- improve their use of tools and become confident in using a variety of techniques;
- 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.

There is a whole school approach to planning and assessment, based on the National Curriculum and organised using a creative curriculum. Objectives are created based on the National Curriculum to ensure coverage.

Opportunities for art are given through weekly or fortnightly lessons, linking art to historical, scientific, linguistic, mathematical, physical, musical and geographical content. Pupils continue to apply and develop a broader range of skills, learning how to use these in different ways and link them in creating art and craft. They develop knowledge of how to improve and learn how to evaluate to recognise their own success. The curriculum has a progression of knowledge, skills, tools and techniques.

Teachers adapt their planning to suit their class and the children's individual needs to ensure coverage of both knowledge and skills. There are research opportunities in the Art and Design curriculum for all years, encouraging reading and recording. The teaching of drawing includes an element of measuring and making observations of ratio, scale and proportion.

Art and Design activities are carried out individually, as a small or large group, or as a whole class activity. Planning for art and design is provided in medium and long-term plans by the curriculum lead.

Termly Enrichment Fortnights embrace opportunities to integrate and reflect social trends and innovations. Enrichment Fortnights' content changes and is not usually repeated. Conventional and the more inventive materials and tools are made accessible in an environment that is safe to explore and create.

Non-consumable art resources are centrally stored in the art cupboard. The Curriculum Lead is responsible for setting up and maintaining this area, however, all staff are responsible for ensuring equipment is returned neatly and cleaned. Any breakages or when equipment needs to be replenished are reported to the curriculum leader. Consumable art resources are stored in each shared area and are the responsibility of the year team to maintain and replenish.

All classrooms have space for Art and Design vocabulary and on-going class enquiries and when appropriate, these are part of a topic display.

## **Health and Safety**

Certain Health And Safety concerns are inherent with art, including the storage of materials and tools and the use of equipment within lessons. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources. Children are supervised at all times during activities. A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

## **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

## **Adaptive Teaching**

To enable all children to access learning in Art and Design, all lessons are adapted. The following strategies are used to adapt Art & Design:

- Resources and texts are closely matched to the individual pupil's level of ability;
- pace within and across lessons which ensures individual pupils move on at a pace to suit their level of understanding and learning needs;
- resources are used to support and deepen understanding and which are used in different ways depending on the needs of the individual pupil e.g., a variety of models and textual resources;
- self-selection activities which encourage the pupils to reflect on their learning needs and push themselves to meet new challenges;
- common tasks which are open ended activities/investigations where adapted learning is by outcome and linked to the support needed;
- additional teacher support to assist different abilities ensuring the pupils are suitably challenged in order to make progress.

## **Vocabulary**

At Bradwell Village School opportunities for the development of the vocabulary and phrases relating to Art and Design are provided during a range of activities and using a variety of resources – textual, artefacts and online. There is also discussion about the content of these resources which enrich and develop the children's understanding of the Art and Design knowledge and concepts. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words.

## **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Developing staff's knowledge and understanding of art and design**

To enable the staff to deliver an effective curriculum for art and design, the curriculum leader is available to assist with the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for subject leaders to lead sessions to develop Class Teachers' understanding of the Art and Design topics planned for the term.

### **Assessment and Impact**

Formative and summative methods of assessment are used in art. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. These targets are shared and verified by the teachers as necessary. They will also record what they have learned from their starting points at the end of every topic.

Summative assessments use the outcomes of work, which are regularly monitored, to ensure the individual child has a sound understanding of the key identified knowledge. Class teachers assess children's knowledge and understanding of Art and Design prior to recording this on Insight. This data is then analysed and used to plan further actions to improve the provision of Art and Design for all children.

### **Monitoring**

This policy is monitored through:

- lesson observations;
- learning walks;
- work scrutiny;
- the monitoring of planning;
- Pupil testimony;
- progress data.