

Newington Community Primary School



Art and Design Policy

2023-2024

Amended: Term 1 2023

Updated by: Tim Knight

Approved by the Governing Body:

Signed: (Chair of Governors)

Review: Term 1 2024

Intent

A curriculum which provides the foundations of skills and techniques, introduces a diverse range of artist and inspires creativity.

At Newington Community Primary School we are committed to providing all children with an Art and Design curriculum which develops a solid foundation of skills and techniques, an enthusiasm for the subject and the subject specific disciplinary skills which will lead them to future success. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Art and Design has a significant and valuable role to play in the overall ethos of the school. Art and Design is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form.

Art and Design enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop the social and personal skills. Wherever appropriate, Art and Design is linked to other areas of the curriculum and gives children the opportunities to develop specific skills and reinforces techniques already established.

Art contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum. This policy will form the basis upon which we map out the guidance for Art and Design at Newington Community Primary School.

Art and Design should be fun, relevant and creative whilst enabling all children to access all areas of learning.

Aims

The aims of Art and Design are:

- To instil in the children a curiosity and understanding of art and artists
- To develop an interest in art
- To understand the art process
- To understand the value of the art process by studying art and artists
- To be able to evaluate their own art work

Implementation

The children undertake a broad and balanced programme which is personalised to our pupils and their needs. Through the teaching of Art and Design, children learn a range of skills, concepts and methods of working.

Early Years

Art and Design is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to investigate using a variety of media. In the Foundation Stage, Art and Design makes a significant contribution to developing a child's understanding of the world as well as developing fine motor skills and problem solving.

Key Stage 1

During Key Stage 1, pupils learn about self-portraits, collage and studying Andy Warhol. They begin to use the Art and Design process of investigate, explore, practise, create, evaluate.

Key Stage 2

During Key Stage 2 pupils continue to develop their knowledge of the art process. Pupils investigate, explore, practise, create and evaluate art. Children learn about and create art such as cave-paintings and Egyptian art, study a range of artists such as Picasso and Turner and experiment using a variety of techniques such as sketching and watercolour. These are largely linked to history and geography topics, to deepen children's understanding.

Teaching and Learning

The teaching of Art and Design focuses upon the Art and Design process. Each teaching unit follows: investigate, explore, design, make, evaluate.

The Art Process:



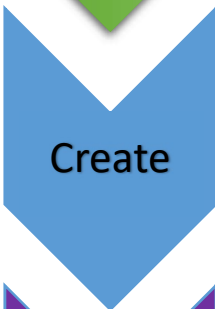
- In the investigation phase, children are asked to study a pre-existing piece of art and evaluate this by being asked deeper questioning to promote further critical thought.



- During the explore phase, children study the media (e.g. paint, collage, sketching etc.) used to make their art work and learn new skills and techniques.



- During the practise phase, children practise their new skills and techniques.



- During the create phase children use their skills and techniques to create their art piece.



- During the evaluate phase children are asked questions about their finished product to stimulate further thinking. These questions are linked to the investigation phase but are evaluating the child's own work.

Throughout Art and Design lessons, pupils will:

- Experiment with a range of media
- Evaluate work of other artists
- Evaluate their own work
- Be given an opportunity to work independently or collaboratively

Ambition, Achievement, Aspiration

- Be encouraged to ask as well as answer questions related to art
- Be shown or use independently resources from the internet and videos
- Explore real art work to see how and why they were created

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Art and Design curriculum planning

At Newington Community Primary School Art and Design is taught discreetly, in order for pupils to develop Art and Design specific skills as well as interest and excitement for the subject. Art and Design is generally taught in 3 out of the 6 terms across the year, so that when it is taught it can be given the necessary time and depth to fully explore the content of the unit.

Art and Design units are sequenced as follows:

Units are broadly related to their topic work but follow the National Curriculum guidelines for Key Stage 1 and Key Stage 2.

Impact

Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.