

## Great Orton School Policy for Art and Design

Our aim at Great Orton is to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists.

### The school aims to:

- develop knowledge, understanding and enjoyment of art and design;
- develop the pupils' ability to observe, learn and record from the world about them;
- use a variety of materials, tools and processes, including ICT, safely, experimentally and with increasing confidence, technical control and skills;
- develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate;
- recognise the contribution that art makes to learning in other subjects and aspects such as: Literacy, Numeracy and the spiritual and moral dimensions;
- develop an increasing knowledge and understanding of the contribution of artists, designers and craftspeople to this and other cultures, past and present;
- develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner, developing a specialist vocabulary;
- develop the ability to recognise different kinds of art, craft and design and why and how they are different;
- develop aesthetic sensibilities so that they can respond sensitively and thoughtfully;
- develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.

### Planning and delivery

Long-term and medium-term plans are taken from the National Curriculum document. They are adapted to take into account planning in other curriculum areas so as to maximise cross-curricular links e.g. Egyptian art, Escher patterns, scientific observational work etc.

Weekly plans specify the skills/techniques being taught and give a brief outline of the activity.

Art and Design is taught in half termly units alternating with Design Technology. Taught time in Key Stage 1 is 1 hour per week and 1 hour 30 minutes in Key Stage 2. Units of work will include the work of significant artists and artistic movements, opportunities to teach and develop the basic skills of drawing and colour mixing, and to use a range of media including both 2D and 3D work and ICT.

### Art in Design in the Early Years

Children in the Foundation Stage have informal creative activities available to them at all times (in line with the EYFS curriculum) as well as being included in the teacher led activities alongside Key Stage 1 pupils on a weekly basis. They are given the opportunity to explore and experiment with a variety of media and discover different ways of mark-making.

### Differentiation

Art and Design is, generally, a subject which is accessible at many levels. Therefore, differentiation is mostly by outcome.

However, children who are particularly talented should be provided with opportunities to extend and develop their skills. All pupils' work is celebrated by exhibiting it on display boards.

### Assessment and Record-Keeping

From Reception to Two, work is displayed in the classroom, or goes into their topic books. Notes and observations of Reception children's progress are kept in their learning Journeys and online in the form of Tapestry Online Learning Journeys..

### Equal Opportunities

All children should have the opportunity to develop an appreciation of art from different cultures. Planning should take account of gender and race within each year group so that all children find the work stimulating and appropriate to their interests.

Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from a higher proportion of art activities.

It is also a subject which is not necessarily governed by academic ability and provides all children with an opportunity to succeed, thus promoting self-esteem.

### **Resources**

Commonly used resources including brushes, palettes and ready mixed paints are kept in art cupboards by the wet areas in KS1 and KS2 classrooms

In addition to this there are resources for print-making, clay-modelling, mod-roc, plaster and collage work stored in the school store cupboard along with various papers and card. Sets of picture packs and art reference books are kept in the labelled cupboard in the KS2 classroom.

### **Safe Practice**

The school's policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Pupils must be taught to recognise hazards and take appropriate action.

### **Coordinator's Role**

The Art Coordinator is responsible for:-

- Managing resources
- Monitoring plans to ensure breadth of coverage and progression across the primary years
- Attending training and keeping up to date with curriculum developments as appropriate.

Adopted by the Governing Body on 21<sup>st</sup> May 2018

Chair of Governors .....

Headteacher .....