

Art and Design Policy



Aims of this policy

- To help our pupils to think critically and develop a more rigorous understanding of art and design.
- To ensure our pupils know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To equip our pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- In line with the National Curriculum, our pupils will **'develop original creative ideas; realise these ideas, developing skills as they do; understand, recognise and appreciate the qualities of creative works, improving their own in the process; and know about the world of the visual arts placing their work in this wider context.'** (The 2014 National Curriculum for Art and Design.)
- A document, for the school community, to clarify what is taught.

What is Taught?

- One lesson of art is taught either weekly for an hour, fortnightly for 2 hours or blocked over a half term, to cover the art and design curriculum.
- Throughout the art and design curriculum the school's Learning Certainties are addressed, pupils are encouraged to be Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Focused, Independent, Determined, Motivated.
- Cross curricular links are made in the teaching of art and design; for example, projects are often related to the current topic or text pupils are reading. Fine-motor skills, colour and drawing are developed from The Early Years Foundation Stage. These skills progress throughout our pupils' education. In maths pupils learn about shape and space and in science pupils explore texture and form. In all areas of the curriculum pupils learn to think critically and give constructive criticism. Team-working skills are used in other curricular areas.

Assessment

- Pupils will be assessed in line with the school's assessment policy
- Work produced may be recorded in the pupils' art and design books if constituting a design element, though it is expected that the majority of this learning will culminate in a piece of work, whether it be in 2D, 3D or digital form.
- It is therefore recommended that where relevant (one piece of work per unit (i.e. per half term)) learning journeys are evidenced through photographs/ video of children learning and are saved online in the Art folder:

S:\Subject resources\ART\ART Evidence file 2015-16.

Or displayed in classrooms and the gallery, to be photographed and saved online in the art and design folder:

S:\Subject resources\ART\Art Evidence file 2015-16\Photos

Appendices:

1. Curriculum Overview
2. Resources (school view only)

Appendix 1 Curriculum Overview

ART AND DESIGN CURRICULUM LONG TERM PLAN 2014-2015

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (topic based)	All about me My Family and friends School Life	Animals and Nature Christmas	Traditional Stories / Nursery rhymes	The Farm Animals / Pets Easter/Spring/Growth	Community - People who help us	Holidays / Travel Journey to Y1 Role Play area
Year 1	Self-portrait	Moving pictures (DT)	Investigating materials (DT)	Playgrounds (DT)	Healthy Eating	What is sculpture?
Year 2	Joseph's coat (DT)	Picture this	Vehicles	Can buildings speak?	Puppets (DT)	Mother nature, designer
Year 3	Investigating patterns (print skills, Monochrome Print (CT) World wide	Making monsters (DT)	Art appreciation Weather instruments	Egyptian Art	Sandwiches snacks (DT food) Packaging (DT)	Local Artist Portraying relationships
Year 4	Pots and Ceramics	Games - Linked to Science, Circuits and Conductors (DT)	Throne	Mosaics	Patchwork cushions Repeating patterns	<i>Landscape painting- different medium</i>
Year 5	Jungle Art (Aboriginal Art and Pointillism)	Stuffed Toys (Christmas Decorations)	Water Vessels (Viking Longboats)	Moving Toys (Cam toys – Aliens!)	Musical Instruments (Tudor/Greek Instruments)	Objects and Meaning
Year 6	People in Action (comic strips, flip books, etc)	Making Christmas cakes	<i>A Sense of Place - Painting; Landscapes Architecture</i>	Moving war planes / vehicles	Slippers	What a performance - Hats; masks; costume; collage; texture; sculpture