

Duddon Saint Peter's CE School



Art and Design Policy

Aims

The national curriculum for art and design aims to ensure children

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting and sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Curriculum Planning

We have developed a bespoke curriculum plan to meet the needs of our small school. The curriculum is planned on a two-year rolling program.

- Art is taught on a half termly basis (for the other half the children study Design and Technology.)
- Each term there is a specific art area to focus on. During this time, there is a focus on teaching skills and techniques and developing knowledge in that area.
- Autumn term = drawing
- Spring term = painting
- Summer term = sculpture

- In addition to this, children develop their theoretical knowledge of art. This involves talking about and analysing art and artists, and interpreting and making connections between artists' work and their own.

- Activities are planned so that they build on the prior learning of the children, increasing the challenge as they move up through the school.

- During each term, children are introduced to different artists to study and base their work around. Artists are specific to each year group.

- Children are encouraged to experiment creatively and taught to select appropriate tools and materials for specific techniques and to use them safely.

Recording and celebrating children's work

EYFS – Art pieces completed by the children in Nursery and Reception, are photographed and recorded on Tapestry. Children in Reception have a sketch book that follows them through school.

Sketch books are used at Key Stages 1 and 2 to record the children's work. Each child has two sketchbooks which follow them through the school. The first is to record the development of ideas, skills and techniques. The second book contains photographs of final pieces and is used to show progress and assessment.

Recording in the sketchbooks can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- Experiment with different colours, patterns, textures, and materials, giving their opinions on their preferences and ideas.
- Record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of things the children want to make
- Making observations about the work of different artists, referencing the different elements of art, including the colour, texture, shape and lines.
- Children's work is displayed throughout the school.

Assessment and Record Keeping

A natural form of evaluation and assessment occurs during the process of each lesson. This is an informal and ongoing procedure and is a two-way process, in which children are encouraged to develop and improve their work as it progresses. Skills met by the children are highlighted on the progression map. This document follows the children as they move through school to show their progression.

Information Communication Technology

Children use ICT in art and design when appropriate. ICT can be used to research artists and their work. Children can create patterns online to use in their work using appropriate software.

Equal Opportunities

Our work in Art, as in all other areas of the curriculum is equally stimulating for both girls and boys.

Special Needs

- Art is recognised as a medium which can enhance the self-confidence of all children, especially those with special educational needs.

- Children with special educational needs are integrated into the classroom and participate in artistic activities at their own level of ability.
- When appropriate, specific objectives are targeted for children with special educational needs when introducing new skills and techniques.
- Children who show a particular talent or creativity are encouraged to pursue this and to develop it further.

The Role of the Art Subject Leader

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit art resources, ensuring they are readily available and well maintained.
- keep up to date on the use of Art in the curriculum
- promote art throughout the school e.g. organise an art day during the summer term
- to monitor use of the sketchbook throughout the school

Safety and Care

The safe use of equipment is seen as essential at all stages of work. The school's Health and Safety Policy and County guidance is available for reference. The safety of the teaching environment is reviewed regularly.

See also Art Pottery Safety Policy.

Date: *October 2024*

Date of review *Autumn 2026*