



LONG SUTTON COUNTY PRIMARY SCHOOL

ART AND DESIGN POLICY

Introduction

This policy outlines the teaching, organisation and management of Art and Design taught and learnt at Long Sutton County Primary School. We believe that Art and Design should equip our pupils with the knowledge and skill to experiment, invent and create their own works of art, craft and design. As pupils progress, we will help pupils think critically and develop a more rigorous understanding of art and design. We will teach them how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our society.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our Aims

The national curriculum for history aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, 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 Entitlement

Art and Design is a foundation subject in the National Curriculum and it will be taught as part of a topic-based curriculum. The teaching of Art and Design will depend on the topic, each half term, for different year groups. Art objectives have been organised into various themes to make children's learning relevant and interesting. This will also enable children to be given the opportunity to apply their artistic skills and knowledge in other areas of the curriculum. Art will usually be taught for one to two hours a week during the half terms that it is a focus in the topic, but timings are flexible as long as all objectives are covered throughout the year.

In Key Stage One pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Key Stage Two pupils should be 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
- to create sketch books to record their observations and use them to review and revisit ideas
- to 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.

Special Educational Needs

All children are entitled to access the Art and Design curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

The school has a varied selection of art resources available. Additional resources are often obtained by individual key stage teams for specific Art and Design projects. The school library has a good selection of children's art books which staff and children are both encouraged to borrow.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children's work is produced and created in a variety of ways and is often photographed by the class teacher as a record, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and pupil self-evaluation. Reporting to parents occurs annually with a written report and through twice yearly meetings.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

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Margaret Charlesworth
Art Subject Leader