

# Art and Design Policy

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**This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:**

Assessment Policy	Able Pupils Policy
Behaviour Policy	Health and Safety Policy
Early Years Foundation Stage Policy	Safeguarding and Child Protection Policy
Equality and Community Cohesion Policy	Special Educational Needs and Disability Policy

### **Other documents that support the teaching and learning of Art and Design:**

National Curriculum for Art and Design  
Development Matters (for the Early Years Foundation Stage)  
Documentation to support curriculum planning e.g. Hamilton Trust

**Throughout this policy ‘parents’ denotes those with parental responsibility.**

## **1. Intent**

Belmont Primary School believes that art is a vital part of children's education and has a significant and valuable role in the curriculum, as well as the enrichment opportunities we offer our pupils. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum that will enable children to reach their full potential.

"All children are artists" – *Pablo Picasso*

### **1.1 Aims and Objectives**

Our aim is to foster children's understanding and enjoyment of art and design through a wide range of activities. We aim to:

- encourage children to express their visual, imaginative and personal ideas of the world around them by providing tactile and sensory experiences;
- develop children's understanding of colour, form, texture and pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- develop the skills required to safely use a wide range of materials and techniques;
- appreciate and evaluate the work of a range of artists and designers from their own and other cultures, both historical and present day;
- develop an appropriate vocabulary to interpret works of art and design;
- provide a changing environment that stimulates interest and enjoyment;
- allow children to value and evaluate their own work and the work of others.

The national curriculum for art and design 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.

## **2. Implementation**

To be read in conjunction with the Quality of Education Policy

At Belmont Primary School, the teaching and implementation of the Art and Design Curriculum is based on the National Curriculum. The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop these skills in the key processes of art: drawing, painting, printing, textiles and sculpture. Coordinated whole-school project work will ensure that art is given high status in the curriculum and all students take part in the 'Creative Arts Week' which enables further focus on children's artistic skills and knowledge.

### **Early Years Foundation Stage**

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

### **Key stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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.

### **Key stage 2**

Pupils are 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.

Pupils are taught:

1. to use sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. about great artists, architects and designers in history.

## **3. Resources**

### **3.1 Art Resources Room**

All art resources, as well as materials to support curriculum planning, are located in the art resources room. These are organised into boxes within cupboards so that materials can be borrowed and returned easily. Early Years and Key Stage 1 classrooms have a small art area which stores a range of art materials and resources. Books, postcards and images of artists' work are stored in the art resources room and there is also space for small groups to work with an adult. It is school policy that children are not allowed to enter or remain in this room without adult supervision.

### **3.2 Sketchbooks**

At Belmont, all children from Years 1-6 keep a sketchbook to help develop their drawing skills. Children are encouraged to use their sketchbooks for recording, exploring and storing visual and other information, for example, notes and selected materials which can be readily retrieved and used as reference. Children are also able to use their sketch books for reviewing and identifying progress and for developing ideas and skills as a unit of work develops.

There is a focus on practising and improving drawing skills in both Key Stages on a regular basis. This is so that children feel confident when producing working drawings and as a result, learn to accept that it is good practice to rework drawings without the need for an eraser. Children are challenged to draw from observation, imagination and experience, using their sketchbooks where appropriate. They are also given the opportunity to draw for different purposes e.g. to explore ideas, to explain ideas to themselves and others and to record information about what has been observed.

### **3.3 Educational visits**

Children have the opportunity to develop their first hand observation and drawing skills through a variety of educational visits outside school. Children are also able to experience artists' work first hand through exhibition and museum trips and through workshops in these settings.

## **4. Learning Environment**

Please refer to the Quality of Education Policy.

## **5. Planning**

To be read in conjunction with the Quality of Education Policy.

In Years 1-6, art and design is taught through termly topics. The long-term curriculum plan maps the art topics studied in each year group and units are chosen and adapted to ensure cross-curricular links as part of a topic-based approach.

We recognise that there are children of widely different artistic abilities in all classes, so we plan suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child.

## **6. Assessment**

Please refer to the Quality of Education Policy, Assessment Policy and Early Years Foundation Stage Policy

## **7. Cross Curricular Opportunities**

### **7.1 Reading, writing, communication, maths and computing**

The visual medium of art and design supports language development, reading and writing, and frequently accompanies it via illustration, and such links provide incidental opportunities for practising drawing and/or design skills. Where used for the purposes of teaching art and developing skills further, links are made more explicit.

When appropriate, computing is used as a medium in art and design, incorporating a variety of computer applications including, '2-Paint'. Photographs are also manipulated to produce artwork using multimedia.

### **7.2 Foundation subjects**

Artworks are often used as a primary source to develop understanding within other subjects e.g. portraits of historical figures, religious art. Appreciation of the work of these artists is often used as a stimulus for children's own artwork as well as written work, music and drama.

### **7.3 Spiritual, Moral, Social and Cultural development (SMSC)**

Through art and design children have the opportunity to consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms. They are encouraged to respect their own and others' work and learn how to offer and receive constructive feedback and praise. Appreciating art can be a moving and even spiritual experience, contributing to children's spiritual, moral and cultural development.

## **8. Enhancing the Curriculum**

Belmont holds an annual Creative Arts enrichment week. Within this period, there are opportunities for the children to take part in a range of activities to enhance the Art & Design curriculum. The children also have the opportunity to explore, experiment and engage in activities that use a range of skills, equipment and materials. Visiting artists, both professional and amateur, provide workshops and additional teaching of techniques for children and staff to upskill and/or learn something new and exciting. The week draws to a close with a Belmont Exhibition to celebrate the children's artwork. Parents are invited to view the children's art and share in their achievements.

## **9. Inclusion**

To be read in conjunction with the Quality of Education Policy.

### **9.1 Special Educational Needs and Disability**

Art and Design provides a variety of opportunities and contexts for children to succeed, and can help develop children's self esteem. As a subject it offers the possibility of success at different levels. Teachers should identify in their planning suitable resources and differentiated activities. In cases of physical or sensory disability the school will endeavour to provide suitable equipment and resources to allow as full access to the subject area as possible. Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate.

### **9.2 Gifted and Talented**

We recognise that some children have a special ability in art which may or may not be linked to ability in other curriculum areas. Where appropriate, art planning for each unit includes extension activities to provide challenges for these identified children. Enrichment activities, such as workshops, may be specifically targeted at children with particular talent in art.

## **10. Health and Safety**

To be read in conjunction with the Quality of Education Policy.

- Staff have a responsibility for the health and safety of children, of other members of staff and of themselves.
- Children should always be taught the safe use of tools and care of equipment.
- All tools and practical equipment in the classroom and from the art resources room should be kept in good condition, stored safely and be well organised. Glass containers should not be used.
- All paints, crayons and glues issued in school are non-toxic. Before using any other items teachers must check the labels carefully and if in doubt, check with the art subject leader.
- Glue guns and paper trimmers are used **only under supervision** once rules have been established.
- Stanley knives, lino cutting and wire cutters are to be used only in Years 5 and 6 and in groups of no more than can be adequately supervised by an adult. Steel rulers and a suitable cutting surface must be used.
- Children should not use expanded polystyrene, uncooked kidney beans and toilet rolls.
- Staple guns, spray paints and fixative should only be used by adults when children are not present. The latter should be used in a well-ventilated space according to instructions.

## **11. Roles and Responsibilities**

Please refer to the Quality of Education Policy.

## **12. Policy Review**

This policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies.