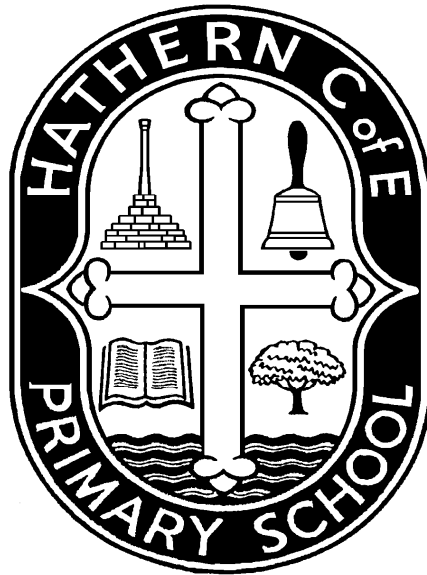


Hathern Church of England Primary School



Art and Design Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

Art and Design Policy

Section 1: Policy Intention

This policy is intended to ensure that across the school there are agreed practices and principles in Art and Design. Its purpose is also to ensure that the National Curriculum is delivered in ways that are imaginative and inspiring to encourage children to experiment, invent and create their own works of art, craft and design.

The teaching of Art and Design should ensure that pupils:

- Have the opportunity to explore and develop their ideas
- Record their experiences in creative and imaginative ways
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse their creative work
- Learn about artists, craft makers and designers, including historical and cultural influences on their art forms

Section 2: Agreed Procedures

The school continues to make use of the Primary National Curriculum to inform learning objectives and the progression and coverage of skills. Planning is supported by Edison connected curriculum.

Foundation Stage:

During the Foundation Stage, Art and Design is explored through holistic experiences that allow children to develop their creativity and imagination.

Key Stage One:

During Key Stage One, Art and Design is about developing children's creativity and imagination through art, craft and design activities that relate to their own identity and experiences. This includes the natural and made objects and materials with which they are familiar and the locality in which they live. Children should explore the visual, tactile and sensory qualities of materials and processes and should begin to understand the use of colour, shape, space, pattern and texture to represent their own feelings. They should focus upon the work of artists, crafts people and designers, asking and answering questions about their work.

Key Stage Two:

During Key Stage Two Art and Design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in their locality and in the wider world. The children should improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials

and processes to communicate what they see, feel and think They should increase their critical awareness of the roles and purposes of art in different times and cultures.

Section 3: Monitoring and evaluation

The monitoring of Art and Design will take place as part of the normal protocols for M&E within school.

The Art and Design Subject Manager will make use of a variety of tools:

- Pupil interview and/or questionnaire (i/c pupil attitude)
- Sampling of planning
- Work sample

Section 4: The Long-Term Plan

The skills, knowledge and understanding required are set out in the National Curriculum for Art and Design (Statutory Framework):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Teachers also make use of the Edison connected curriculum to support the planning of Art and Design.

Section 5: Assessment

In Art and Design, pupils can assess themselves by scrutinizing their own work through a range of self-assessment techniques. Staff will be aware of the learning outcomes for each unit taught and teachers assessments are based on children's responses towards these outcomes.

Assessment should be an ongoing process brought about by:

- Observation of pupils
- Discussion with pupils before, during and after work
- Monitoring the work produced in Creative Curriculum books
- Considering cross-curricular activities
- Assessing the outcomes of completed work

Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking provides a continuous monitoring of progress and achievement.

Pupils should have the opportunity to respond to Developmentally Marked work, recognising the value of it in support of their learning.

x-ref. Assessment Policy

Section 6: Cross-Curricular Links

Where possible, links to the Art and Design curriculum are made in conjunction with Edison Connected Curriculum units. Units of work can be usefully linked to a range of subject areas.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the need experienced by the pupil. Teachers will encounter pupils with special educational needs. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

In Art and Design, teachers should take specific action to provide access to learning for pupils with special educational needs by:

- Using a range of teaching styles whilst acknowledging pupils preferred learning styles.
- Providing appropriate resources.
- Allocating support staff.

x-ref. SEND Policy

Gifted and Talented

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

x-ref. Gifted and Talented Policy