



ART AND DESIGN POLICY

***Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

***Article 31** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

Intent

We are strong believers in the impact of Art and Design at Poplar Farm School as part of a broad and balanced curriculum. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially.

High quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. As artists, children should be able to critically evaluate their work and the work of others, taking influence from well-known artists and adapting their work accordingly. As their skill set progresses, they should understand how art has changed their landscape, culture and history.

Aims

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- To help each child achieve their creative potential, working on a variety of scales.
- To develop the children's knowledge of materials by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- To explore with children ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- To encourage pupils to appreciate the beauty, order and precision that is found, naturally and man-made, in our world.

The Foundation Stage

The Foundation Stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing & making, dance, role-play and imaginative play. The range of experience are imaginative and enjoyable.

Key Stages 1 & 2

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 create 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.

Teaching and learning

Our main aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities on projects in two and three dimensions and on different scales using a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Implementation

The implementation of the Art and Design Curriculum at Poplar Farm School is based on the National Curriculum and supported by the Art skills progression map to ensure planned progression of skills are taught.

The children are taught Art as part of their termly topic work. More detail can be found in our Curriculum overview on the school website. Where possible cross curricular links will be made and visits, visitors, drama and role play will enhance the meeting of objectives. Whole class and direct instruction methods will be combined with group and individual methods.

In Year 2 to 6, the children's learning is further enhanced through optional foundation homework linked to the topic of that term. In addition to this, all pupils across the school will participate in Children's Art Week in the summer term, where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Assessment and Record Keeping

Class teachers will record Art and Design planning on their year group's OneNote planning document, which will act as a termly record of work covered. Art skills covered will be highlighted on the teacher's Art skills progression map to ensure even coverage of skills.

Simple grid assessments are to be completed at the end of each unit identifying those children who are working below, at or above age-related expectations and informs the annual subject report to the Governing Body. We pass this information on to the next teacher at the end of each year.

Children in Years 1 to 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks and topic books. Progression from each year groups should be clear. Teachers are to take photographs of finished pieces and displays which are to be passed onto the Art Lead at the end of each term.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Art and Design is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Art and Design subject leader will produce an annual summary report evaluating the strengths and areas for further improvement. This report will be shared with the Senior Leadership Team and teaching staff.

Health and Safety

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Poplar Farm are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Art needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Art to pupils with Special Educational Needs

We teach Art to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Review

Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	March 2021
Review Cycle:	Every 2 years
This policy was subsequently reviewed on:	