



**Lympstone C of E Primary School
Art and Design Policy**

**‘Let all that you do be done in love’
1 Corinthians 16:14**

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Art and Design Policy Statement

This policy is intended to provide clear guidance for the delivery of the Art and Design curriculum through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in 2014 National Curriculum programmes of study. It is intended that this policy will provide a corporate statement of purpose and ensure that each and every child’s entitlement to Art and Design experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

Definition

“Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupil’s progress they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” **National Curriculum 2014**

The core curriculum for art and design aims to ensure that all pupils:

- Produce creative work, explore their ideas and record 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 form

Curriculum (how)

In line with the new Ofsted framework, it is essential that teachers plan their quality provision with a clear understanding of the intent, implementation and impact their planning and teaching has on the pupils.

With this in mind, teachers prepare and deliver lessons in line with the teaching objectives from the National Curriculum subject content;

Key Stage 1 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, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the 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 should be taught to develop their techniques, including their control and use of materials with creativity, experimentation and an increased awareness of different kinds of art, craft and design. Pupils should be taught:

- 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.

Art and design is either taught weekly in each class or as a block to ensure that curriculum entitlement is met. To supplement this, we have additional Art and design focus days, trips and visitors.

Assessment

As with all areas of the curriculum, assessment is an integral part of the teaching process.

Class teachers should keep records of work carried out, and levels of achievement of the work. Photographs are a useful tool to keep, as a reminder of pupil's achievement.

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning.

Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Teachers work closely with each other to moderate children's art work and children's knowledge skills and understanding are then tracked using the schools 'Foundation Subject Tracker'. Children's progress in Art and Design is reported to parents through the pupil annual report and consultation meetings throughout the year.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion... Progress is tracked termly through book scrutiny and teacher assessment.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SMT.

We plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Role of Art and Design Leader

- To ensure that the Art and Design policy is implemented and to keep up to date with reviews.
- To have oversight of the Art and Design curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the community.
- To coach, mentor and support teachers in developing their strengths in teaching Art and Design, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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