

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Art and Design Policy

January 2024

Review: September 2026

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Vision

Rooted in faith, growing in wisdom, branching into the world

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

Intent

Art and design stimulates creativity and imagination and should provide visual, tactile and sensory experiences to provide a special way of understanding and responding to the world. It enables learners to communicate what they see, feel and think through the use of line, shape, form, tone, texture, pattern, colour and composition. Learners become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

At our school we intend that learners should master Art and Design to such an extent that they can go on to have careers within Art and Design and make use of art effectively in their everyday lives. Our learners will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our learners will gain experience and skills of a wide range of formal elements of art using their environment to enhance learning opportunities and develop their independence and creativity. The process should enhance their knowledge of materials, techniques, designers and artists and in a way that will stimulate their curiosity, memory and appreciation of the creative process. We ensure Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken so that we:

- enable learners to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve the learners' ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials;

- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers;
- enhance knowledge of great artists, architects and designers in history.

Implementation

We encourage creative thinking through the Arts curriculum in the Early Years. The learning includes art, music, dance, role-play and imaginative play. The range of experience encourages learners to make connections between one area of learning and another and so extends their understanding. The Foundation area encourages investigation with a range of line, colour, materials and modelling throughout and celebrates learners work with vibrant displays.

In Key Stage 1 children will:

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

In Key Stage 2 children will:

- create sketch books to record their observations and use them to review and revisit ideas with respect to colour, pattern, texture, line, shape, form and space
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history, expressing an opinion.

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. Teachers will plan cooperatively within key stages and map the art skills to topics and themes where they fit well and add context to the learning. As a result, Art and Design may be taught in one term as a discrete set of lessons and in another through a thematic approach. Staff will plan the coverage of skills using the Art and Design Key Objective grid to ensure coverage and progression (T:\Teaching and Learning\Subject Leadership\Objectives by year Group.

Learner's work or photographs of their work will be stored on the shared drive, in Art and Design portfolios or in their sketchbooks as appropriate for reference and assessment.

Impact

By the end of their time with us, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Our children enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Art and Design is demonstrated through:

- looking at the learner's work over time
- observation in class
- pupil voice to ascertain attitudes to art and enjoyment of the subject
- children to be confident artists that demonstrate outstanding progress from their start points

The school's policy is to avoid marking comments directly on the work of our young artists. Verbal feedback is part of lessons through teacher-pupil conversations and peer to peer review to celebrate and share their work. Whilst annotated work is not desirable and indeed subjective in much art work, teachers will assess three times yearly whether learners are working at an age appropriate level and differentiate their work accordingly to meet the needs of all learners and ensure sufficient challenge.

Inclusion

In providing effective learning opportunities for all learners and in overcoming any potential barriers to learning in Art and Design some learners may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent;
- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experience and to allow learners to explore an idea or theme;
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials;

- Help to manage particular types of materials due to physical impairments such as allergies or sensory processing difficulties;

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community. Care is taken to give each learner the opportunity to learn about the global community, regardless of race, religion, language or gender.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, learners should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

Leadership and Management

The subject leaders for Art and Design Tracey Tee and Tania Gower with the SLT is responsible for:

- development of Art and Design across the school
- oversight of policy and practice including resources
- monitoring of coverage and progression
- Staff continuing professional development

References

In supporting and developing the approaches outlined in the policy teachers should reference the following:

- The National Curriculum for Art and Design Key Stages 1-2
- The target Tracker statements for Art and Design
- Guston School EYFS Policy
http://www.guston.kent.sch.uk/serve_file/1025261

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