



Caldecote Primary School

Art & Design Policy

May 2020

Intent

Through art, craft and design, we aim to spark the creativity within our pupils, giving them the knowledge and skills to experiment and invent, designing their own works of art. We aim for all our pupils to develop a love of making and creating, beginning in our village and extending into the nearby cultural centre of Cambridge. This leads our pupils to appreciate how art, craft and design reflects and shapes history and contributes to the cultural creativity of countries across the world.

1. Aims

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. Principles of the Teaching and Learning of Art and Design

Art and Design is important because:

- It allows pupils to express their ideas, individuality and emotions creatively;
- It helps pupils to develop their fine motor skills through working with a range of media and learning a variety of techniques;
- It provides a basis for understanding history and culture;
- Its links to other curriculum subjects, particularly Design and Technology, History, PSHE;
- It values and extends pupils who enjoy practical and creative, making tasks;
- It allows for pupils to become aware of career opportunities in the creative industries.

Art and Design is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “Art and Design in the National Curriculum”. They will be taught under the general headings:

- Generate ideas
- Make
- Evaluate
- Knowledge and Understanding

3. Teaching and Learning

Art and Design is linked to class topics. Teachers use the Art and Design Progression of Knowledge and Skills and Curriculum Overview documents as well as Cornerstones and other resources to support their planning and teaching.

Medium term plans are drawn up for each half term.

Planning responds to the needs of the pupils

All pupils will develop their explorations in sketchbooks leading into their main pieces of art work. Pupils will develop a portfolio of work in their sketch books from Reception to Year 6. All children’s Art and Design is celebrated in display and presentation including:

- Displays of the results of children’s work;
- Sharing with the class and parents/carers;

Health and safety can be important in the teaching and learning of Art and Design. Risk assessments are undertaken and pupils are taught how to use resources safely. If appropriate, classroom teachers will plan for teaching assistants/adult helpers to work with small groups.

For some pupils with special educational needs and disabilities (SEND), additional or different support may be needed for them to successfully access the Art and Design curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

4. Trips, Visits and the Community

Trips and visits can help to consolidate or add to learning in Art and Design. For example, a visit to Wysing Arts Centre or a trip to The Henry Moore Foundation.

5. The Role of the Art and Design Leader

- Take the lead in policy development
- Ensure key documents such as the Progression of Knowledge and Skills and Curriculum Overview are used to ensure National Curriculum coverage
- Monitor progress in Art and Design and advise the Head teacher on action needed
- Liaise with the Art and Design Governor
- Keep up-to-date with developments in Art and Design education and feedback to colleagues after courses

6. Assessment

Teacher assessments are carried out termly and include judgements as to whether pupils are working towards, working at or working at greater depth for their year group.

7. Feedback to Pupils

Pupils are given opportunities to work independently or in guided groups with an adult and receive regular verbal feedback.

8. Monitoring, Evaluation and Development

Monitoring and evaluation is carried out to enhance the teaching and learning of Art and Design within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Art and Design within the school in order that pupils make the greatest possible progress. However, more detailed evaluation is carried out by the Art and Design Leader under the guidance of the Head.

Monitoring is carried out by:

- Collating teacher's plans
- Collecting samples of pupils' work
- Informal discussions in the staff room
- Learning walks

Evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements
- The analysis of teachers' planning
- Discussion amongst groups of staff or the whole staff meeting
- External inspection and advice

The Art and Design subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

9. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date:

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