



# **Art and Design Policy**

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 29.6.23

## Art and Design Policy

*“Every child is an artist. The problem is how to remain an artist once we grow up.”*

*Pablo Picasso*

### 1. Vision

It is our vision that our children:

- Develop skills in drawing, painting and sculpture
- Use their developed skills in order to produce a finished piece of artwork of which they feel proud
- Know about and be inspired by a range of artists, designers, craft makers and architects
- Use their observation, memory and imagination to experiment and create their work
- Respond on an emotional level to art

### 2. Our art and design curriculum is brought to life through our seven commitments:

#### HAPPINESS

It is our aim that through our art and design curriculum, children enjoy their lessons and develop a love of art. We intend for the children to see themselves as people who create and as artists. Art lessons will allow the children to see how the act of creativity can bring us contentment and be mindful. We want all children to continue to feel the sense of happiness that a small child feels with their first paintings: excitement, enthusiasm and exhilaration.

#### INSPIRING

Throughout our curriculum, children will learn about an inclusive range of artists from a diverse background to inspire and motivate them in their work. Children will learn to feel inspired by works of art and will understand why their work makes them feel something. Children will also take inspiration from those around them, including their teachers. Their work will be celebrated through a gallery of work from the whole class, which will allow the children to feel inspired further. Other opportunities to share and celebrate work include displays around the school, our Open Afternoon art exhibition for families in the summer term and the borough Art Festival.

#### LEARNING

Art lessons are built around a 'big question' relating to drawing, painting and sculpture. Throughout the term, children learn about artists and designers, learn explicit skills to apply independently in their work to answer the 'big question'. Each term there is a focus on either drawing, painting or sculpture to enable the children to have a solid understanding for their learning. The Art and Design curriculum has been planned to be progressive, allowing children to build on the skills and techniques taught in previous years. Art lessons take place on a fortnightly basis and as a result there are regular opportunities to apply and practice skills, enabling children to become proficient artists. Teachers explicitly teach the core skills through modelling and apply the modelling handover of 'I do, we do, you do' to ensure that children know how to do a skills or technique by breaking it down into steps so that the children can learn to do it themselves.

#### TOGETHERNESS

In every lesson, whether the focus is on developing a skill or working towards a finished piece of work, there will be an impromptu gallery opportunity where we share, value and celebrate work at the end of the lesson. Children's work may become a focal point in a classroom display. In addition, as a school, we will look for opportunities to exhibit our children's artwork so it can be shared with a wider audience. In the summer term, at our Open Afternoon for families, all children's work will be exhibited, allowing the children to see their work displayed and valued in a wider context.

#### VALUES

Being an artist takes courage; you are essentially putting your heart on the page for others to see. Our curriculum ensures that we teach the children to be appreciative of the work of others and

to be respectful when giving opinions and thoughts. In art lessons, the children are encouraged to show reflection, including reflecting on what has or hasn't worked well with a technique. Art lessons also enable the children to develop empathy, allowing them the ability to see something from somebody else's point of view. We will avoid attributing success to 'talent' and help children to develop a growth mindset where they recognise they can improve their art through sustained effort.

### **AMBITION**

We are ambitious for the children in Art and Design – we want the children to have a 'can do' attitude to their art lessons and to feel confident in their own abilities. It is our ambition, that the children see themselves as artists and creators. Through our art and design lessons, we want everyone to feel able to express themselves in an artistic and creative manner whilst also developing the ability to respond to a piece of artwork. We are also ambitious for our staff and provide regular continuing professional development sessions to enable them to confidently model techniques and a positive attitude towards art.

### **ACHIEVEMENT**

Whilst our curriculum is progressive, developing on the children's knowledge and skills in art, every term we ensure that these skills are used to produce a finished piece of art work that the children feel a sense of accomplishment about. We want the children to feel proud of their work and eager to share with their peers and others in the school community. Whilst feeling a sense of achievement, we want the children to know that art is not about perfecting a skill, but being able to use that particular skill to create a piece of work that someone can respond to.

### **3. By the end of Year Six at Stamford Green Primary School and Nursery our children will:**

<b>Behaviours</b>	Our children will see themselves as artists and designers, drawing on their observations, memory and imagination to create finished pieces of work. They will have developed a 'sketch book habit' using it as a place to explore initial ideas and explore techniques.
<b>Attitudes</b>	Through appreciating their own work and the work of others, the children will have been challenged to think critically and analytically about art. Children will be able to be reflective about the work they have done and will demonstrate a growth mindset, a can-do attitude. Children will have the attitude that art work is not about perfection, but to evoke a response. They will embrace the courage to be creative.
<b>Skills</b>	Our curriculum ensures that the children progressively develop the skills of drawing, painting and sculpture. Children will be able to apply these skills independently and will feel more confident in applying these skills to their work.
<b>Knowledge</b>	The children will have a knowledge of an inclusive range of artists, designers, craft makers and designers from a diverse background that will inspire their work. Children will be able to talk about an artist they have enjoyed finding out about and how they have inspired them.
<b>Experiences</b>	Children will feel a sense of pride from displaying their work. At the end of each lesson, there will be a gallery opportunity for the children to celebrate their work and the work of their classmates. During the Open Afternoon art exhibition in the summer term, children's art will be exhibited, which will allow them to see their work displayed and valued in a wider context.
<b>Technology</b>	Through the progressive curriculum, children will have developed their confidence in controlling materials and tools, acquire knowledge and become skilled in various art and design techniques and processes.
<b>Sustained</b>	Children will have a range of art and design skills that they can apply independently. Children will have become inspired through the studies of others' work and will have developed a keen interest and love for art and design. Children will be excited to study art and design in further detail at secondary school.

#### **4. Feedback and Assessment**

Marking and feedback should not focus on how 'good' the work is. In person feedback should be positive and constructive and linked to the key skills/techniques being taught. Examples of effective marking in sketchbooks: "Great use of shading here, I like the way you've made the object look 3D" "The colours you have used here are really effective"

Teachers should not need to mark directly into sketchbooks. They should use discussion to provide verbal feedback. They could mark on a post it note/paper and attach to work. Values Buttons can be awarded for values, e.g. courage, patience, reflection, empathy etc.

For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

#### **5. Inclusion**

Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in a variety of experiences in a positive and constructive manner.

We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.

For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

#### **6. Subject Organisation**

The school operates a two week timetable for Years 1 to 6 and art and design will be taught every fortnight. The use of a two week timetable ensures that the children are able to develop their art and design skills on a regular basis, building on previous learning for an extended time. The regular teaching of art and design on a fortnightly basis allows for spaced retrieval and purposeful practice. Children will focus their learning on either drawing, painting or sculpture across a termly period.

Art and design is planned through the use of an enquiry question, where all of the learning through the term is focused towards the children developing the skills and knowledge to be able to answer the enquiry question. For further detail, please refer to the Art and Design Compendium.

#### **7. Use of sketchbooks**

A sketchbook is an important personal record used to gather, collect, experiment and reflect. They serve as a way for children to express themselves and their creativity and allow teachers to assess skills.

Sketchbooks should be owned by the pupils. As such, sketchbooks should be individual and develop personality, therefore a class set of sketchbooks will not necessarily look the same.

Sketchbooks should be used to show a journey of progression in art. There should be clear development and build on skills, knowledge and techniques that lead to a final outcome/piece of art.

Sketchbooks will be used by pupils in KS1 and KS2 and will continue with the children throughout the school to show progression of skills throughout their school journey.

## **8. Monitoring and Evaluation**

The work of the Art and Design subject leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school.



## Curriculum Risk Assessment - Art

Completed by: Vicky Swann/Honey Temlett/  
Lily Verlander

Date: 29.6.23

Review date: 29.6.26

Hazards	Groups at people at risk	Existing Controls	Risk Level
Paint: <ul style="list-style-type: none"><li>Contact with eyes and skin</li><li>Spillages causing a slip hazard</li><li>Damages to clothes</li></ul>	Pupils Staff	<ul style="list-style-type: none"><li>Pupils are taught how to be sensible when using paint and must wear a protective overall</li><li>Only safe and non-toxic paint to be used</li><li>Pupils are to be supervised during each activity</li><li>Any spillage is cleaned up immediately and the floor is in a dry, safe condition</li><li>Staff are to be aware of any children who have allergies or could be at risk of possible reaction to the materials and to provide a different material to be used.</li></ul>	Low
Paintbrushes: <ul style="list-style-type: none"><li>Contact with eyes and skin</li></ul>	Pupils Staff	<ul style="list-style-type: none"><li>Pupils taught how to be sensible when using paintbrushes</li><li>Pupils taught how to move around the classroom safely when holding a paintbrush</li><li>Pupils are to be supervised during each activity</li></ul>	Low
Clay: <ul style="list-style-type: none"><li>Contact with eyes and skin</li><li>Spillages causing a slip hazard</li><li>Damages to clothes</li></ul>	Pupils Staff	<ul style="list-style-type: none"><li>Pupils are taught how to be sensible when using clay and must wear a protective overall</li><li>Staff to watch out for any adverse reaction when pupils are using clay</li><li>Staff to be aware of any children who have allergies or couple be at risk of possible reaction to the clay and to provide a different material/protective gloves to be used</li><li>Pupils to thoroughly wash their hands after using clay</li><li>Pupils to be given clear instructions before the activity</li><li>Pupils are to be supervised during each activity</li><li>Any spillages of clay and/or water are cleared immediately to avoid a slip hazard</li><li>Any tools used to work with the clay must be appropriate for the age group and the children taught how to use these safely</li></ul>	Low

<p>Glue:</p> <ul style="list-style-type: none"> <li>Contact with eyes and skin</li> </ul>	<p>Pupils Staff</p>	<ul style="list-style-type: none"> <li>Pupils are instructed not to use excessive amounts and to avoid spillages</li> <li>Adhesives to be water based rather than solvent based and they must be non-toxic</li> <li>Superglue, wallpaper paste and spray adhesives containing fungicides must not be used</li> <li>Any glue which gives off heavy vapours should not be used unless the area is very well ventilated</li> <li>Manufacturer's instructions should be read and followed by all staff</li> <li>Pupils will be taught how to use glue safely</li> <li>Any spillages will be cleared up immediately</li> <li>Pupils will wash their hands if glue comes into contact with it</li> <li>Remind particularly young children or children with SEND they should not put glue in their mouths and staff should monitor the use</li> </ul>	<p>Low</p>
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