



## **Overstone Combined School** **Art Policy 2021**

### **Rationale**

"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 pupils 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

### **Aims**

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

- Meet the requirements of the National Curriculum and Foundation Stage Curriculum
- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To experience and develop confidence in using a range of materials, techniques and learning experiences
- 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.

### **Teaching Objective**

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, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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 should be 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 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 curriculum planning:**

Art is a foundation subject in the 2014 National Curriculum and our planning aims to meet the objectives set out through this. Often in our planning covers cross curricular activities or are linked to specific times in the year or events within school.

We plan the activities in Art so that they build on the children's prior learning. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

### **Differentiation and Additional Educational Needs**

Art will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Equality of Opportunity**

Opportunities to take part in Art and Design are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion, or cultural/ethnic group. The content of the lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any art lesson with the other children.

### **Assessment for Learning, recording and reporting**

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Teachers will use Target Tracker statements to record the progress for individual pupils at the end of a sequence of lessons or at the end of a term. Progress and attainment is reported to parents through parents' evenings and end of year reports.

### **Monitoring and Evaluation**

The art co-ordinator, together with the Senior Leadership Team is responsible for monitoring and evaluation. Lesson observations take place to monitor quality of teaching. Discussions take place between the co-ordinator and the rest of the staff in whole staff meetings and recommendations for developing the subject are shared as appropriate. The coordinator attends courses and advice is sought if the need arises. The Art co-ordinator assesses the effectiveness of the Policy and Scheme of Work, adapting, improving and advising as appropriate to maintain a high quality of teaching and effective learning.

### **Resources**

The art and design co-ordinator is responsible for ordering all resources and monitoring their use. However, staff are responsible for informing the co-ordinator when resources are required for their planned lessons and when resources are running low. General art resources are stored in the locked art cupboard, adjacent to the resources room, and paper is stored in the drawers in the dining room. Classrooms will store given resources, including brushes, palettes, water pots, paper trimmers, PVA glue, glue sticks and scissors.