

VICTORIA PARK PRIMARY SCHOOL



Art and Design Policy

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Art and Design policy

Introduction

At Victoria Park Primary School, we aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We will endeavour to allow each child to experience a variety of wide-ranging artistic processes in order to express and appreciate their own and others' ideas, feelings and imagination.

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children 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.

Aims

At Victoria Park Primary School our key aims are:

- To help a child find enjoyment in art and discover a sense of purpose and fulfilment in artistic expression.
- To develop a child's capacity for creativity and imagination through experimentation and practical activities.
- To focus on the processes and learning that is taking place, rather than on the finished product.
- To develop a vocabulary and understanding of the visual elements, appropriate to the individual's stage of development.
- To experiment with a range of media and develop skills in drawing, painting, printmaking, malleable, textiles and three-dimensional work that will enable children to express their ideas more fully.
- To foster the ability to express ideas and feelings in a visual form, clearly and with confidence.
- To promote an understanding of artists, designers and craft workers.
- To expose children to a wide range of art work they can appreciate.
- To encourage an awareness of the use of Art and Design in an everyday environment and develop children's observational skills.
- To provide opportunities for pupils to take part in events, performances, exhibitions and visits.
- To allow time for children to explore, develop, talk about and explain their ideas.
- To encourage children to value and respect their work and the work of others.
- To encourage children to discuss artwork and evaluate their own work and that of others.

Planning

- All class teachers plan for art every half term.
- A scheme of work for art is in place. Teachers should use this scheme to support their planning.
- Planning should be linked to topics being covered each term and/or inspired by seasons and celebrations.
- Teachers should plan using the topic planning frame.
- Teachers can ask the art co-ordinator for advice on resources and art lessons.

Time Allocation for Art

Art and Design is taught throughout the curriculum and has a part to play in all aspects. However, time must be allocated to develop Art and Design as a discreet subject.

Foundation

In Year One and Two, children should have opportunities to be imaginative and creative through play, working individually, in groups and as a whole class. During play children should have opportunities to explore and create in a space where they can return at different times to complete or modify their work. Contexts for children's exploration should include memory, imagination, living things, environments, artifacts and objects. (N.I. Curriculum Primary Guidance)

Progression within the Foundation Stage

As pupils progress through the Foundation Stage they should be enabled to:

- use senses to explore real things, developing the capacity for focusing attention to detail;
- use direct experiences, memory and imagination to observe and respond to the world;
- begin to use visual language to describe what has been examined and observed
- begin to appreciate the visual qualities in the natural and made environment;
- value own and other pupils' work
- talk about the processes involved in creating own work
- look at, explore and talk with some confidence about works of art, craft and design;
- explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures
- begin to develop a range of skills using materials, tools and processes – drawing, painting, printmaking, textiles, malleable materials and three-dimensional construction (N.I Curriculum Primary Guidance)

Key Stage 1 and 2

Art should be organised for at least one hour per week as a separate subject.

A progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully through colour, line, shape, space, form, pattern and texture. Some children will be satisfied by the manipulation of the material alone rather than the production of an outcome, and emphasis therefore should be on enjoyment and self-expression rather than on the finished product. Time, therefore needs to be available for children to explore, develop, talk about and explain their ideas.

(N.I. Curriculum Primary Guidance)

Progression from Key Stage 1 to Key Stage 2

Careful planning will help ensure that children experience variety and progression in their Art and Design experiences.

Most children should make progress in skills from Key Stage 1 into Key Stage 2

- *From* observing and recording first hand experiences and responding to memory and imagination *to* being able to collect, examine, select and use resource material to contribute to the development of ideas;
- *From* exploring shape, colour, tone, form, space, texture and pattern to being able *to* use these visual elements to express ideas;
- *From* talking about their work and how it was made *to* beginning to explain their work in more detail, discussing difficulties and suggesting modifications;
- *From* looking at, enjoying and appreciating the work of artists *to* examining the content and methods used in an artist's work and using this information to extend those ideas;
- *From* experimenting with a range of media *to* being selective in the use of media in order to express personal ideas and responses.

(N.I. Curriculum Primary Guidance)

Planning takes into consideration the key areas of Art and Design

- Investigating and responding to first hand stimulus, imagination and memory.
- Looking at and talking about resource material to stimulate their own ideas.
- Enjoying and appreciating the work of Artists and Designers and Craft workers from their own and other cultures.
- Explore the Visual Elements of colour, tone, line, shape, form, space, texture and pattern to express ideas.
- Talk about their own and other's work and how it was made, use observations to identify difficulties and suggest modifications.
- Experiment with a range of media, materials, tools and processes.

Display

The visual environment creates an immediate impact. Exciting displays illustrate the quality of the learning environment. The key element of any display in the classroom should be the children's work. Displays should be changed regularly and reflect the current learning.

Displays within the classroom are to inform visitors, teachers, other pupils and parents about the nature of the art activities and learning going on within the school.

Resource Provision and Management

Teachers are responsible for ordering (and storing) art materials as part of their yearly class requisition. The Co-ordinator will order appropriate resources for extra-curricular art. Art books/prints will be centrally stored.

Assessment and Evaluation

- Assessment is an integral part of the learning process and effective assessment in Art and Design incorporates all the strategies proposed through assessment for learning.
- Children should know the learning intentions for each art lesson.
- When assessing artwork, the processes and outcomes need to be considered.
- Discussion and time for gallery sessions in the classroom provide the perfect opportunity for children to take part in self-assessment and peer assessment.

Teaching Strategies

Children learn best when learning is interactive, practical and enjoyable. Teachers should make use of a wide range of learning methods, including individual work, group work and whole class activity. Children should have the opportunity to make choices and decisions about their learning, be involved in planning and encouraged to develop their own ideas.

Health and Safety

Almost all materials, tools and equipment can be dangerous if used carelessly. Pupils need to be given appropriate instruction regarding the proper use and care of certain materials and equipment. Ensure that sensible arrangements are made for the distribution, collection and safe storage of equipment.